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TRANSLATIONS ON USSR MILITARY AFFAIRS

No. 1310

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MOTORIZED INFANTRY SQUAD COMBAT TRAINING PROCEDURE DESCRIBED

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 pp 4-6

[Article by Col G. Loktev: "Perform Skillfully and Unwaveringly in Defense"]

[Text] "The duty of the USSR Armed Forces to the people is to reliably defend the socialist homeland and be in a constant state of combat readiness insuring the immediate repelling of any aggressor." (From the draft of the Constitution of the USSR)

The exercise was set up and conducted under the general direction of the platoon commander. As the training problems were being worked out a great deal of attention was devoted to socialist competition in the fulfillment of individual commitments accepted prior to leaving for the field. The exercise site was a small section of the training ground with positions prepared in advance for each squad. Enroute to the training ground members of the motorized rifle platoon engaged in additional training, during the course of which the sergeants tested the soldiers by turn on a competitive basis to see how well the squad soldiers had grasped previously studied tactical training problems and drilled them intensively in methods of moving from one place to another on a battlefield and changing from a march order to a combat formation and back again.

Upon arriving at the site the platoon commander announced the subject, the training objectives, the procedure for conducting the exercises and the initial positions and reminded them of the conditions for competing in norm achievements in the field.

"Squad, forward, quick march!" commanded Senior Sergeant M. Razin.

At the initial position he formed the squad in a single rank so that they could see better, and announced the first training problem, to occupy the initial position, and the procedure for working out the problem by elements (selecting fire positions without contact with the enemy; occupying positions under enemy fire).

Senior Sergeant Razin briefly explained to the men the requirements contained in the Regulations, which state that success is achieved in defense by skillfully organizing the fire plan, preparing and camouflaging positions, and through the stamina and determination of the personnel in repelling the enemy attack. In a defense every soldier can with skillful use of his weapon destroy a large number of enemy soldiers, as well as advancing tanks, armored personnel carriers and other military equipment and weapons.

He then reminded the trainees that the position (firing site) selected must meet the following requirements: it must provide a good field of view and fire and protection against enemy observation and fire, be a convenient spot from which to fire at the enemy at various ranges and make it possible to maintain contact with the commander and adjacent forces.

The senior sergeant indicated the area for selecting the main and alternate fire positions for the BMP [infantry combat vehicles], machine-guns and mortars and sites for firing the submachine guns and ordered the men to begin occupying them independently. A short time later the squad commander rated the positions.

The machine gunner had occupied a good position. It provided a good field of view and fire and protection against enemy fire and made it possible to observe the enemy.

The gunner, who is No. 2 man on the infantry rocket launcher crew, had selected an advantageous position, but it was too far from the No. 1 man's position.

The No. 1 man on the rocket launcher crew was near clearly defined reference point 3, a point which will always be zeroed in upon by the enemy. In addition, it was impossible to fire from that position: there was a knoll behind it.

The driver-mechanic and gunner had selected a position well.

The commander then gathered the squad and permitted the soldiers to occupy more advantageous positions by turn, naming the winner for this element of the exercise. The winner was Private G. Khudyak. After that the senior sergeant ordered them to occupy fire positions at a new spot. After repeating this several times and making certain that the trainees had firmly mastered this element and acquired the essential skills Razin took the squad to the initial position and began working on the second element. The senior sergeant assigned the squad the following problem for occupying a position:

"Reference points: No. 1 - an isolated tree, No. 2 - - two stumps, No. 3 (the main position) - - Berezovaya grove. 'Enemy' firing points detected: machine gun - - reference point No. 1, to the left 0-20, in 100; BTR [armored personnel carrier] in ditch - - reference point No. 3, in 200. Our squad was ordered to secretly occupy a position at ditch 2.0-bushes and be ready to repel an 'enemy' attack. The first squad was defending on the right, the third on the left. Fire positions to be occupied: BMP firing sector (he indicated this on the terrain)... machine-gunner ... (and so forth)."

The squad commander began the practical fulfillment of the second element. He explained and demonstrated how to move to the position in concealment, depending on "enemy" fire and terrain conditions (rushes by one member, then two and then the entire squad, crawling and crouching).

"Squad, toward the lone tree, to a spot with ditch 2.0 on the right, bushes on the left, a rush to the right, one man at a time, forward!" the senior sergeant gave the command. The trainees were required to attempt to better the tactical norm.

The soldiers rushed forward. The squad commander followed the actions of each trainee carefully, noting down errors.

"Private Petrovskiy!" Razin addressed the submachine-gunner. "You ran approximately 60 paces before pausing. How many paces should you have covered"?

"From 20 to 40 paces," the soldier answered.

"Correct. But you forgot that. In actual combat you would have been a convenient target for the enemy."

"Private Khudyak!" the commander addressed a critical remark to the machine-gunner. "You did not crawl off to the side after the rush. You thereby made it possible for the enemy to get you in his sight. Furthermore, you were too late in preparing to fire...".

After pointing out errors the squad commander continued to work on this element, doing so until all of the trainees had firmly mastered the skills. After a brief critique he moved on to the second training problem (see the exercise plan).

Since that section of the tactical training ground was well prepared with respect to fieldworks (there were trenches, ditches, slit trenches, dug-outs and shelters) the exercise was instructive and highly beneficial for the trainees. The squad commander also broke the second training problem down into two elements: actions by the personnel during a "nuclear attack" by the "enemy" and action to be taken with the beginning of fire preparations.

In order to make the training as instructive as possible Senior Sergeant Razin followed all the rules for positioning the squad and appointed an observer and a sentry machine-gunner to destroy "enemy" scouts. He placed himself at the center of the position.

"Gas!" the commander sounded the alarm and the personnel attempted to don the protective equipment rapidly and properly without stopping work on the assigned mission. The donning of the protective equipment to meet the norm had to be repeated several times. After convincing himself that the trainees could act correctly and with precision at the warning signal the senior sergeant verbally gave another signal: "Nuclear attack"! A nuclear blast was simulated with a smoke pot. The motorized riflemen took steps to protect themselves against

the blast: the driver-mechanic of the BMP reported that he had closed the hatch and louvres. The gunner announced that all portholes on both the right and left sides of the vehicle were closed. All of the trainees at the position dropped to the bottom of the trench. After the "shock wave" had passed the motorized riflemen again positioned themselves for combat.

Not all of the soldiers properly performed their duties at the "Nuclear Attack" signal. Private Zhigar', for example, only crouched instead of dropping to the bottom of the trench, leaving his back exposed to the "flash" from the blast. Other men also made errors. Senior Sergeant Razin went over the element until it was completely mastered.

He then moved on to teaching the men what to do during "enemy" preparation fire. He designated an observer and assigned him the mission of conducting reconnaissance in the designated area. An artillery barrage was simulated with a battle-noise simulator.

"Squad, take shelter!" Razin commanded. The soldiers nimbly took their places in the slit trench and dug-out, ready to rapidly assume their former positions. Only the observer, Private Petrovskiy, continued to carry out his mission. The combat norm was bettered by 20 percent.

The squad commander called for a simulation (display) of targets and ordered the observer to give the alarm signal in the proper manner. At this signal the motorized riflemen rapidly returned to their position and made ready to fire at the detected targets. The squad commander watched carefully to see that the men did not bunch up when going to and from the dug-out, did not interfere with each other's performance of the tasks and were able to skillfully orient themselves in the situation of the battlefield.

The third training problem was the most complex: it consisted of repelling an "enemy" attack, evacuating the wounded and bringing in ammunition and food. Senior Sergeant Razin broke this problem down into three elements, which was entirely expedient:

1. Squad actions when the "enemy" switched to the attack and the destruction of its tanks and infantry;
2. Actions of the personnel when the "enemy" approached the squad's flank;
3. Evacuation of the wounded and bringing up ammunition and food.

As the work on these elements was started the squad commander appointed an observer, assigned his mission and indicated that the "enemy" was advancing from a distance.

When he detected that the "enemy" had switched to the attack he reported this to the squad commander and sounded the alarm.

The motorized riflemen immediately readied themselves for combat. Senior Sergeant Razin ordered a machine gun mounted on the BMP to open fire and a short time later a light machine gun: as the "enemy" approached the forward edge the intensity of fire from all types of weapons was increased to the maximum. The soldiers learned to select and independently destroy targets, to adjust sighting devices depending on the target range and direction of movement and to concentrate fire on the most important targets and sectors. For concentrating the squad's fire on the "enemy" infantry the commander gave the command:

"Squad, concentrated fire, sector No. 1 -- fire"!

At that time the senior sergeant observed how the machine gunner on the BMP and the submachine gunners transferred their fire to the sector indicated. He taught them how to destroy "enemy" tanks and other armored vehicles with fire from the infantry combat vehicle and an antitank grenade launcher and with antitank rockets. When the "enemy" infantry had approached to within 30-40 meters of the position the squad commander gave the command: "Ready grenades"! The men launched the grenades and destroyed the "enemy" with point-blank fire. By constantly building up the situation and altering the target display patterns the squad commander trained the personnel to observe the field of battle continuously, to report detected targets skillfully, to select targets independently, to determine the initial firing data, to correctly switch fire from one target to another and concentrate it.

During the "enemy's" breakthrough of the defense and its approach to the squad's flank the commander taught the personnel to use the alternate fire positions, to maneuver the weapons through the connecting trenches and to destroy the "enemy" by interacting with adjacent units, firing all types of weapons point-blank and with grenades. Errors were eliminated by repeating the operations over and over. Appropriate hypothetical problems or commands were given for this purpose. After repelling the "enemy" attack the sergeant explained to the men that during the lull in the battle they should restore the fire system and damaged sections of the emplacement and trench (position) and should replace with riflemen any BMP machine-gunner or grenade launcher who had been put out of action. During that period they should also give aid to the suffering and wounded, evacuate them from the battlefield to the nearest shelters and take steps to replenish the ammunition supply and refuel the vehicles.

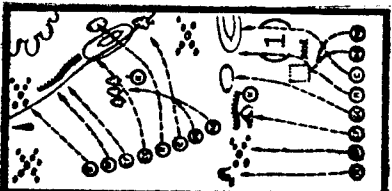
Teaching the soldiers methods of evacuating the wounded from the field of battle the squad commander explained that victims can be removed on one's side or back or can be dragged on an overcoat.

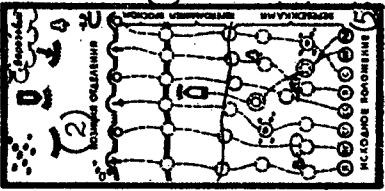
Enlisting one of the soldiers to help him Razin demonstrated the following techniques.

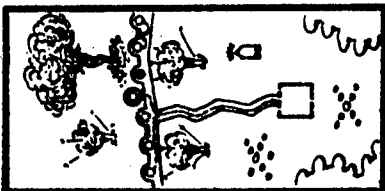
"You must lie down with your side toward the victim, place his head on your chest and his body on the leg next to the ground, bent halfway at the hip and knee," the senior sergeant explained. "Supporting your comrade with your hand you then move on your side, pushing yourself with your free arm and leg.

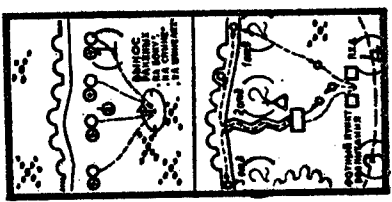
PLAN FOR CONDUCTING A SQUAD BATTLE DRILL EXERCISE

Subject: The motorized rifle squad in defense.
 Training Objectives: 1. To teach the squad soldiers to act skillfully and quickly when occupying a designated position during "enemy" employment of nuclear weapons and artillery fire and to bring up ammunition and food and evacuate the wounded.
 2. To continue developing in the personnel good fighting efficiency and morale and steadfastness in a defensive battle.
 Time: 4 hours.
 Place: Section of terrain on tactical training field.

Se- quence	Training problems	Commander	Diagram of operation	Trainees
1	Occupying designated position	Remind the trainees of requirements which the fire position must meet and begin training the personnel in the first element -- selection of fire positions (firing sites) with no contact with the "enemy." Indicate approximate area of fire positions and give the command "Squad, take position left of lone tree, right of tower, action." Appraise submachine gunners' selection of fire positions. If personnel take incorrect actions I summon the squad and point out the best position, order the men to occupy it by turn to make the lesson more convincing, and give the command to occupy a position at a new site.	 <p>1. Scout</p>	Memorize requirements for selecting fire position. Appraise terrain at designated position and select sites for BMP fire positions, taking weapons into account (BMP machine gun, grenade launcher, submachine gun). Prepare site selected for convenience of firing, observing "enemy" and camouflaging. At my command, select fire positions at new site and prepare local objects (ruins, stumps, old ditches, trees, etc.) for convenience of firing. Observe my demonstration. At my command, practice moving in standing and crouched positions and

Se- quence	Training problems	Commander	Diagram of operation	Trainees
		<p>After making certain that the personnel have learned to properly occupy fire positions I begin working on the 2d element, which calls for the squad to occupy a position under "enemy" fire.</p> <p>Assign the mission to occupy the designated position.</p> <p>I demonstrate and drill the personnel in moving to the position by various methods, depending on the terrain (standing, crouched, rushes by 1, then 2 and then the entire squad, crawling).</p> <p>Return squad to initial position and drill personnel in occupying designated position under "enemy" fire, taking entire squad through complete problem.</p>		<p>in rushes (covering 20-40 paces, they fall to the ground, crawl to the side, make ready to fire, note site of next pause and route to it, jump up quickly and make new rush).</p> <p>Practice crawling on side and leopard crawl.</p> <p>Note route to select position and move toward it in various ways, depending on "enemy" fire and terrain.</p>
2	<p>Actions taken during observation, "enemy" employment of "nuclear weapons" and "enemy" artillery fire.</p>	<p>Announce to squad procedure for working out 2d problem by elements and begin the first element - actions to be taken by personnel at alarm signal and "nuclear attack" signal. Appoint observer.</p> <p>Sound warning signal and observe actions of trainees.</p> <p>When trainees commit errors I tell them how to perform certain movements and continue</p>	<ol style="list-style-type: none"> 1. Berezovaya 2. Squad position 3. Crawling rush 4. Rushes 5. Initial position 	<p>Don protective equipment at warning signals and continue to perform assigned mission. At signal "Flash to left, to right" personnel independently take shelter on bottom of ditch (trench), legs away from the blast, and after the shock wave has passed they continue to perform the</p>

Se- quence	Training problems	Commander	Diagram of operation	Trainees
		<p>work on the element until the trainees have fully mastered it.</p> <p>For working out the 2d element -- actions by personnel during artillery fire, I simulate an "enemy" artillery barrage and observe the trainees as they take shelter in a slit trench and dug-out (shelter) and are ready to rapidly resume their positions.</p> <p>Call for simulation (display) of "enemy" and observe actions of observers and personnel in the given hypothetical problem.</p> <p>Point out errors and repeat operation.</p> <p>Conduct critique and begin work on next problem.</p> <p>Appoint observer and assign his mission: call for simulation of attacking "enemy" from distant position and then at close range and observe actions of trainees.</p> <p>During "enemy" breakthrough of defense and approach to flank I teach the men to destroy forces which have broken through from alternate positions and with fire from all types of weapons.</p> <p>Begin 2d element -- -- evacuation</p>		<p>assigned mission.</p> <p>In the 2d element, during an artillery barrage, at my command "Take shelter!" observer remains at his position and the personnel rapidly take positions in slit trenches and the dug-out (shelter).</p> <p>At appearance of targets the observer sounds the alarm and at my command the personnel rush from shelter and prepare to repel "enemy" attack.</p> <p>Squad soldiers learn to systematically destroy targets depending on distances from various types of weapons.</p> <p>Using alternate fire positions trainees maneuver weapons through connecting trenches and destroy "enemy" which has broken through, firing all types of weapons and using grenades.</p>

Se- quence	Training problems	Commander	Diagram of operation	Trainees
		<p>of wounded from battlefield, bringing up ammunition and food.</p> <p>Demonstrate methods of moving with wounded: on the side, on the back, on overcoats.</p> <p>Drill trainees in systematic work on each method of evacuating wounded.</p> <p>For 2d element I explain procedure for replenishing ammunition and food.</p> <p>Appoint bearers of ammunition and food by turns, drill in actions to be taken during defensive battle to deliver food and ammunition from company ammunition supply point (battalion PKhD [ration supply point]).</p>		<p>I enlist one of the trainees to help and demonstrate methods of moving with a wounded man. A calculated number of men are designated as wounded, the rest render assistance to them. After the trainees have mastered these procedures they exchange roles. Small flags are used to designate locations of wounded men. Soldiers take turns acting as bearers of food and ammunition, deliver and distribute food and ammunition to the personnel through connecting trenches and making skillful use of the terrain.</p>

Senior Sergeant M. Razin, commander of 1st squad

"A wounded man is removed on one's back in the following manner: arrange the soldier on your back, secure him with belts and crawl on your stomach to the nearest shelter.

"For removing a wounded man on an overcoat, undo the half-belt and spread the coat out alongside the victim, place him on it, put a belt through the overcoat sleeves and run it around the wounded man's body beneath the arm-pits. Grasp the overcoat collar and crawl, crouched low to the ground."

Following the demonstration and explanation the squad commander paired the soldiers off and began the training.

In strict methodological sequence Senior Sergeant Razin taught the soldiers to bring up ammunition to the squad's position. After working out all of the training problems the squad commander conducted a critique.

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SMALL UNIT COMBAT TRAINING

Airborne Platoon Battle Drill

Moscow ZNAMENOSSETS in Russian No 8, Aug 77 signed to press 21 Jul 77 pp 12-13

[Article by Col I. Kononov: "Integrated With Tactics"]

[Text] Achieving combat cohesiveness of subunits is one of the most important missions in commanders' work. Its foundations are laid in tactical drill and tactical problems. Integrated with tactics under specific conditions of a situation, such problems are used to reinforce the knowledge and skills obtained by personnel in technical, weapons and engineer training, in defense against mass destruction weapons and in driving combat vehicles. This brings the training closer to the conditions of real combat and helps the personnel achieve a high state of training. Socialist competition is arranged among the soldiers in the problems for high quality in working training missions and combat norms.

Through many repetitions, the squad commander in tactical drill problems teaches subordinates first by the numbers, then as a whole to perform various movements and methods of combat skillfully and precisely, to be active, not to become confused in a difficult situation and to display intelligent initiative, military cunning and resourcefulness. In tactical problems the squad commander improves skills in controlling fire and squad actions, and he learns to perform combat missions nimbly and boldly.

Using the 1st Squad commanded by Gds Sgt I. Shevchenko as an example, let us examine the methodology of holding a tactical drill problem with equipment under the topic: "Squad Actions in Seizing an Objective." It was held in the area of a tactical training field equipped with trenches, various barriers and engineer obstacles, and also a controlled target situation.

Prior to going into the field, Sgt Shevchenko studied regulation provisions on offensive combat and methods aids, extracted the norms which were to be worked, and compiled a plan for holding the problem. During hours of self-training, he checked the soldiers' knowledge of their duties in combat and

explained the appropriate regulation requirements to them. He paid particular attention to skillful use of the terrain for a concealed approach to objectives to be seized and to the importance of combating "enemy" antitank weapons, tanks and helicopters. Each soldier made a specific individual socialist pledge for the move to the field.

During movement to the problem area, the squad learned to repulse the attack of an air "enemy" and practice actions in response to the signals "Atom" and "Gas," together with tactics.

At the initial position, the platoon commander explained the topic and training questions and placed the trainees in the situation (see sketch): "The platoon has landed in Drop Zone No. 1. Assembly point is Krutaya Hill. The azimuth for moving to it is 306 degrees."

At Sgt Shevchenko's command, the soldiers first oriented themselves on the terrain on their own and determined the direction for moving to the assembly area from a compass, while the gunner-operator and driver-mechanic in addition sought out the locations of the BMD's [airborne combat vehicles]. Rapid assembly of subordinates is the main condition for achieving surprise and success in combat. The sergeant designated a new azimuth. When he was sure that the soldiers were orienting themselves properly, he formed up the squad and by giving the commands "Enemy to the front (to the right, to the left)," and under an officer's direction, he achieved cohesive actions and readiness by the airborne personnel to repulse an attack from different directions immediately after landing. Then he held a brief critique, returned the trainees to the drop zone and repeated squad assembly as one action. Here he tried to ensure that all soldiers held to the designated direction precisely and moved from the drop zone only on the run.

Then the designated hill was in front of the airborne personnel. Sgt Shevchenko commanded: "Squad, to the solitary bush. Forward," and then "Squad. Action!" He checked to see whether or not the trainees selected a firing site correctly and whether it provided good observation and a concealed placement at the assembly point. The sergeant noted that driver-mechanic Pvt A. Bodin had placed the BMD at the firing position with a steep tilt, while Pvt N. Ivonin and Pvt K. Smolyakov did not observe camouflage in preparing for combat on a slope exposed to the "enemy." This revealed the squad and created conditions for destruction of the combat vehicle.

The commander pointed out to the soldier his mistakes and reminded him of the appropriate provisions of engineer preparation. In addition, he directed attention to the ability to use camouflage. If a subunit prepares for the attack skillfully, it is almost not visible from the air. Therefore at each position it is necessary to dig in and use craters, ditches and antitank ditches for shelter against bullets and fragments. At his command, the airborne personnel again chose and occupied positions, trying to make skilled use of folds in the terrain. Then the sergeant defined the combat mission on the terrain:

Training Questions, Time

Problem Critique:
10 minutes

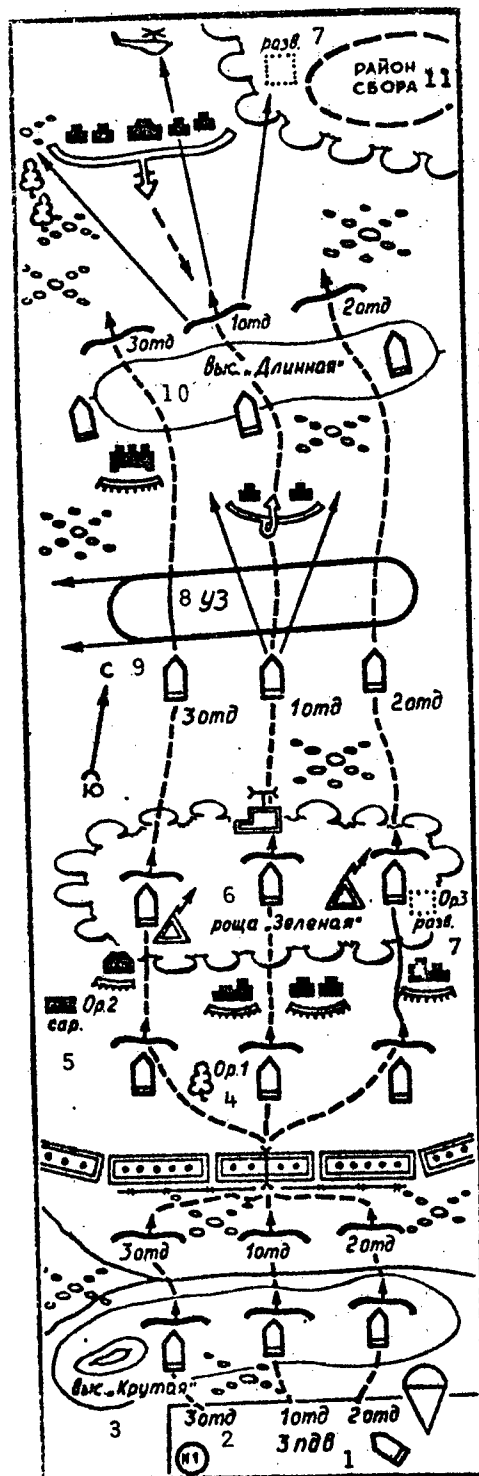
4. Repulse counter-attack: 40 minutes
Select firing site.
Fire on broad target.
Combat tanks and helicopters.

3. Pursue retreating enemy, cross contaminated sector: 20 min.

2. Attack and seize objective: 80 min.
Define combat mission on terrain.
Methods of moving to line of attack.
Crossing obstacles.
Attack and destroy enemy.

1. Squad move from drop zone to platoon assembly point: 30 min.
Methods of orientation, seeking BMD's

- KEY: 1. ... Airborne Platoon
2. ... Squad
3. "Krutaya" Hill
4. Reference Point ...
5. Barn
6. "Zelenaya" Grove
7. Ruins
8. Contaminated sector
9. North
10. "Dlinnaya" Hill
11. Assembly area



"Reference points: 1st--lone tree, 2d--barn, 3d--ruins.

"The 1st Airborne Platoon is to seize and destroy a radar site in Zelenaya Grove by an attack from the move. There is up to an 'enemy' squad defending the site.

"The 1st Squad is to advance in dismounted combat formation in the center of the platoon, destroy the group of infantry in the emplacement and take the radar station. Subsequently it is to move to the company assembly area--Khvoynyy Forest."

The sergeant further indicated the procedure for movement of the BMD and assigned missions to the rocket launcher man, the machinegunner and the submachinegunners.

The chief condition for success in an attack is swiftness, impact, skilled use of the combat vehicle and a combination of fire and movement. The squad commander conducted the training in these actions with methodological correctness. He explained to subordinates how to observe, how to hit targets with fire accurately and quickly, and how to employ various methods of movement on the battlefield precisely, depending on the terrain and the "enemy" fire pressure. Then he ordered the BMD, which was moving from one piece of cover to another (up to 150 m from the squad skirmish line), to support the advance with its fire.

"Squad, to the road line, with a dash. Forward!" The sergeant gave the command and began practicing movement on the battlefield at full height, at a crouch, and with bounds. Attention was directed here to see that prescribed intervals were maintained, that observation and fire against the "enemy" was conducted, that commands were given correctly and quickly, and that the gunner-operator received signals on time for changing positions and opening fire.

After this the airborne personnel practiced crossing a minefield and barbed-wire entanglement by the numbers.

"Squad, in a column, Machinegunner Dolgin in the lead, through the passage, at a dash. Forward!" Sgt Shevchenko gave the command. Trainees strived to act with coordination, to deploy quickly into a skirmish line after crossing the passage, and at the same time conduct aimed fire against the "enemy."

Three skirmish lines rose up simultaneously ahead of them, but the soldiers fired only against the most noticeable target. The rocket launcher and the antitank gun--the most important and dangerous weapons for the BMD--were not fired upon. The sergeant strictly pointed out that under these conditions the gunner-operator and rocket launcher man must first of all hit the gun, the machinegunner must hit the rocket launcher, while the submachinegunners must concentrate fire against the remaining targets. Then the "enemy" will not have an opportunity to conduct aimed fire and offer stubborn resistance.

Now the squad was learning to attack the "enemy." The commander explained and showed his subordinates that before throwing a grenade during an attack, a soldier must reload the submachinegun with a new magazine and pull out the grenade before he reached a distance of 30-40 m from the trench. Then, shifting the submachinegun into his left hand, he should throw the grenade into the trench. At this moment the squad must close with the "enemy" as quickly as possible.

During the practice by the numbers and as a whole, the sergeant demanded that trainees make no stops after throwing the grenade, but that they act skillfully and decisively with the shout of "Hurrah": run up to the trench simultaneously and bring the infantry remaining in it under fire with one or two bursts, quickly jump over it, and continue movement forward to the entire depth of defense of the objective. After a certain amount of time, at the commander's signal, the combat vehicle approached the squad skirmish line and began to fire along the opening. The airborne personnel learned to cover the BMD by small arms fire, first destroying close support antitank weapons. Such actions were correct. Observation and firing in the forest is limited, and the advance of the BMD after the skirmish line of attackers helped maintain fire coordination and made it easier to control the squad.

The commander returned the squad to Krutaya Hill after a brief critique to indicate mistakes made during the attack and during combat in the forest. He repeated the attack, seeking to achieve swiftness and coordination in the trainees' actions. In going on to the third question, the sergeant gave the command: "Gas," simultaneously showing a group of targets. The commander gave a reminder that the general nature of terrain contamination depends to a significant extent on wind peculiarities. For example, the amount of products of a burst is distributed unevenly in forest masses, in clearings, in ravines, and so on. He went up to each soldier in turn and checked his sight setting and the ability of subordinates to fire against a retreating "enemy" wearing a protective mask, from various positions and types of cover. Shevchenko approved the resourcefulness of the driver-mechanic, who chose a good position for the BMD on the edge of a grove. This provided it with cover and the opportunity of firing against an "enemy" ATGM.

When the sergeant was sure that actions were correct, he gave a new command: "Put on overboots and capes." After practicing this norm, the squad crossed a contaminated sector at a rapid pace wearing protective gear. Attention was given here to ensure that trainees did not cease performing practical missions while practicing protection against mass destruction weapons.

On Dlinnaya Hill, Sgt Shevchenko formed up the trainees, pointed out the position for repulsing a counterattack and gave the command: "Squad. Action." In choosing firing positions, Pvt Ivonin and Pvt Smotrov did not take advantage of favorable terrain conditions and local terrain features. The squad commander immediately pointed out to his subordinates the mistakes they made and forced them to choose new positions which ensured a good field of view and fire. This time the trainees acted correctly.

Meanwhile, the situation became more complex. The squad commander showed the next targets by giving a prearranged signal. Then came the report of an observer about the appearance of the "enemy." The sergeant gave the command to open fire. The combat vehicle, hidden behind the slope of the hill, destroyed a helicopter with its fire, while the soldiers destroyed ground targets.

Such a distribution of fire ensured the simultaneous destruction of ground and air targets, which was very important for successful conduct of the combat.

At the end of the problem, the squad commander held a brief critique. He gave a grade to each soldier and recognized those who had distinguished themselves most in competition in performing combat missions. The problem facilitated an increase in combat cohesiveness of the squad. One more step had been made toward the heights of military expertise. One more success had been achieved in honor of the approaching jubilee of the Great October.

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Motorized Infantry Reconnaissance Patrol

Moscow ZNAMENOSSETS in Russian No 8, Aug 77 signed to press 21 Jul 77 pp 14-15

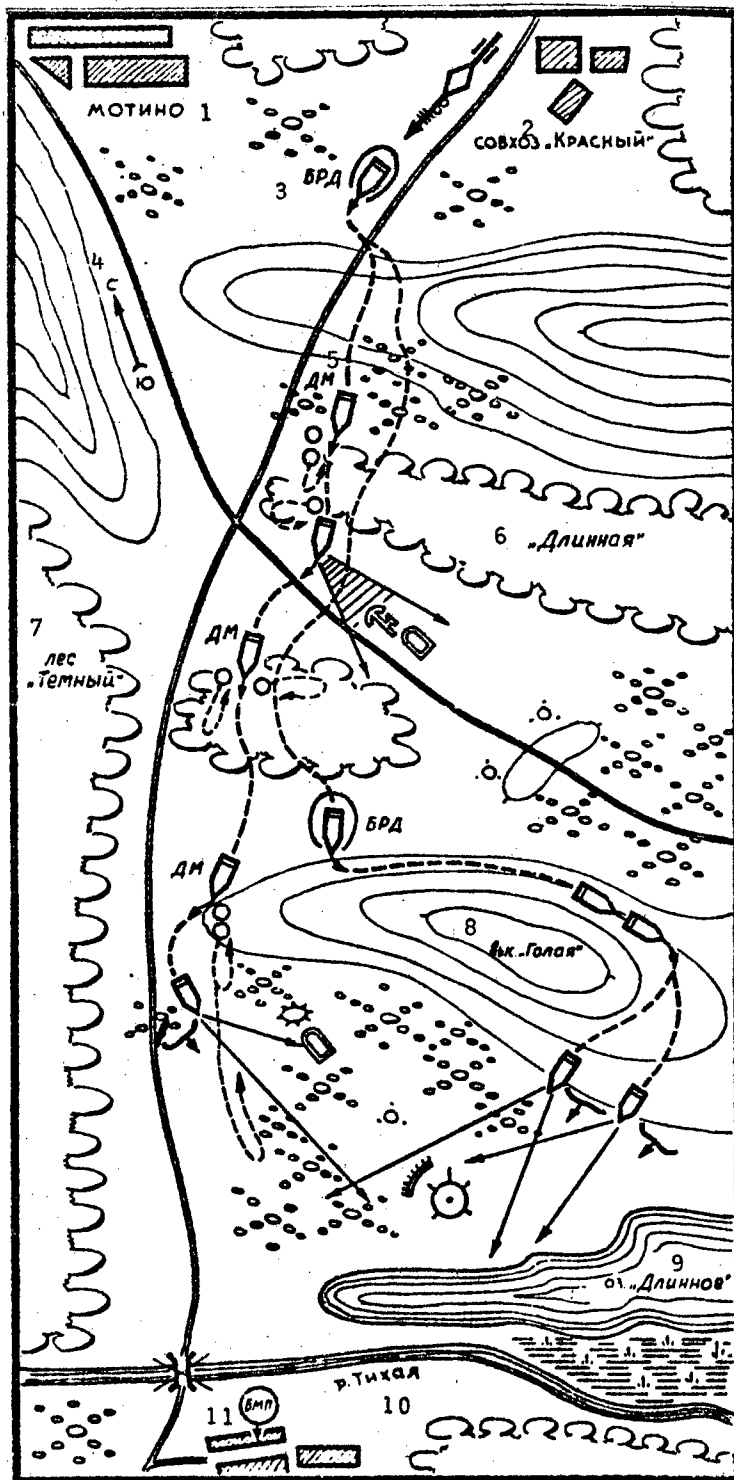
[Article by Sgt V. Boyar: "In a Combat Reconnaissance Patrol"]

[Text] In a tactical exercise our squad had to perform a difficult reconnaissance mission. In preparing for it, we arranged competition among the soldiers for a knowledge of their duties and for careful preparation of weapons and equipment. We paid particular attention to the methods of performing reconnaissance and the ability of acting on encountering the enemy, giving precise signals and keeping one's weapon and ICV [infantry combat vehicle] in combat readiness.

Then we were in the exercise.

Having broken through the "enemy" defenses, the motorized riflemen were developing their attack in the direction of the "Krasnyy" Sovkhoz and Supino (see sketch). One of the subunits was operating as an advanced detachment with the mission of seizing the line Supino and bend in the Tikhaya River and holding it until the arrival of the main body. Our platoon was designated as a combat reconnaissance patrol.

In giving the combat order, platoon commander Lt G. Melay gave information on the "enemy," the mission of the BRD [combat reconnaissance patrol] and its route of movement. He determined the procedures for the platoon to follow in performing the mission in case of detection or an encounter with the "enemy," and he established signals. He assigned as his deputy Sgt M. Mikitants [or Mikitanets]. Our squad was ordered to operate on a patrol vehicle.



- KEY:
1. Motino
 2. "Krasnyy" Sovkhoz
 3. BRD
 4. North
 5. DM [Patrol Vehicle]
 6. "Dlinnaya"
 7. "Temnyy" Forest
 8. "Golaya" Hill
 9. "Dlinnoye" Lake
 10. Tikhaya River
 11. ICV

I learned from the order that the "enemy" was withdrawing in small, scattered groups and was attempting to hinder our advance by creating centers of resistance and ambushes to give his reserves operating in a direction toward us a chance to forestall our subunit in seizing a favorable line along the Tikhaya River. The mission of the patrol vehicle was to secretly reconnoiter the "enemy" along the indicated route, moving ahead of the BRD at a distance of visual contact, but no more than 1,500 m apart. The reconnaissance was to be performed by observation and a ford and approaches thereto were to be found on moving to the Tikhaya River near the destroyed bridge.

I made the mission known to subordinates, drew up route times and explained to driver-mechanic Pvt N. Yegorov which reference points would be encountered en route and where halts must be made. Then I determined the procedure for inspecting the terrain and the signals, checked the status of weapons, fuel and readiness of the ICV, and also determined procedures for acting when encountering the "enemy" and in case of a surprise attack. I ordered gunner-operator PFC M. Kornev, whom I assigned as my deputy, to perform observation forward and to the right, rocket launcher man Pvt S. Sadulayev and machinegunner Pvt D. Zhafarov to observe to the left, and machinegunner Pvt Shch. Dzhumagishiyev to observe to the right and behind.

"Forward!" The vehicle swiftly crossed an exposed sector of terrain and took cover in the bushes. The right side of the road to Supino, right up to Temnyy Forest, was open terrain, while the left side was heavily broken and the "enemy" could set up an ambush here. Moving to the edge of the forest, we concealed the vehicle in the bushes. Soon I sent out foot patrols, and ordered the remaining subordinates to conduct observation and be ready to support them by fire.

We were performing reconnaissance under difficult weather conditions. A dense haze covered the horizon. On the one hand, however, this was in our favor, as we could operate unnoticed. On the other hand, it complicated reconnaissance: visibility barely reached 120-150 m. We probed the terrain literally inch by inch, carefully inspecting each ravine and paying particular attention to dense underbrush.

When we moved to the southern edge of Dlinnaya Grove, a motorcycle with APC were detected in front. We seized prisoners and documents with swift, decisive action.

I was sure of my subordinates. They have an excellent mastery of weapons, had assimilated the rules for performing reconnaissance, and had a firm knowledge of methods for detecting the enemy from revealing signs. Therefore, when the next signal came from the patrol members "Route clear," I had no doubt as to the authenticity of the report. Soon Pvt Dzhafarov, sent out on patrol, gave the signal "'Enemy' sighted." We established by observation that this was an APC hidden behind a small hillock and camouflaged with branches. I reported this to the platoon commander. Continuing observation,

we discovered a group of soldiers to the south of this engaged in earth work. They were probably digging an emplacement for the APC. But we did not succeed in discovering the presence of a second APC by further observations, although the number of people exceeded the size of one squad.

In order to have more accurate data about the "enemy," I crawled through the bushes closer to his location. Peering into the bluish distance, I made out the outlines of large boxes standing in the bushes. The "enemy" was placing very powerful charges. While still on the line Motino and "Krasnyy" Sovkhoz, we saw a helicopter in the sky. It had apparently delivered the containers and the crew which was now hurriedly digging a shaft for the placement of charges. The site had been selected so that the explosion would block attackers' approach to the river. With destruction of the dam, the lake would inundate the crater and cover the road. The forest mass was to the right. A bypass to the left was difficult: there was a lake and dense swamps and marshes along the movement route. Approaches to the work site were guarded by an infantry squad from the roadside and by patrols totalling up to a platoon in strength on other axes. Moving quickly to the vehicle, I reported my observations and conclusions to the platoon commander. Lt Melay supported the decision to attack the "enemy" immediately, disarm the charges and prevent the detonation.

He ordered an attack along the road. I briefly assigned the mission to the squad.

"Gunner-operator is to be ready to destroy the 'enemy' APC with the main gun," I ordered, and when the vehicle moved out of the bushes, I commanded the squad to dismount and attack along the road. At the same time, the BRD, made up of two squads, moved under the cover of Golaya Hill to its eastern slopes to hit the "enemy" flank. At the platoon commander's signal, our squad attacked the APC and the group of "enemy" infantry. At the same time, a shot sounded from the ICV gun, which hit the "enemy" vehicle, after which gunner-operator PFC Kornev shifted fire to support the actions of the attacking squad.

The "enemy," caught unawares by the simultaneous surprise attack from two directions, was not able to offer organized resistance. After capturing prisoners and neutralizing the charges, the combat reconnaissance patrol continued to perform its assigned mission.

All subordinates showed excellent training in this fight. They acted boldly and swiftly. Machinegunners Pvt Dzhumagishiyev and Pvt Dzhafarov distinguished themselves in particular by selecting firing positions competently and hitting all targets with the first bursts. In his critique, the subunit commander also praised highly the actions of driver-mechanic Pvt Yegorov. He skillfully took the vehicle over a difficult route, over steep hill slopes and swampy sectors, while ensuring high speed and concealed movement. All squad personnel were awarded incentives for their outstanding training, cohesiveness and initiative in combat.

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Field Firing Exercise

Moscow ZNAMENOSSETS in Russian No 8, Aug 77 signed to press 21 Jul 77 pp 36-37

[Article by Col N. Yezhov: "Fire Control: Methods of Holding a Problem on the Terrain"]

[Text] After a fire control lesson held with sergeants on a mock-up, it is advisable to conduct such a class on the terrain (in training subunits--with cadets). It will be of great benefit to the trainees just before field firing by squads (crews) and platoons, and also prior to company tactical exercises.

A tactical training field, troop firing range or moving-target tank gunnery range where it is possible to use target equipment can serve as the site for the problem.

Work on the terrain to set up the tactical and target situation is of great importance in a commander's preparation for such a problem. It is important for the tactical situation to correspond to the class topic and contain necessary information for trainees to make a decision on fire control: missions and nature of actions of the "enemy" and friendly subunits, their position on the terrain, signals for coordination and target designation, and callsigns for operation of radios.

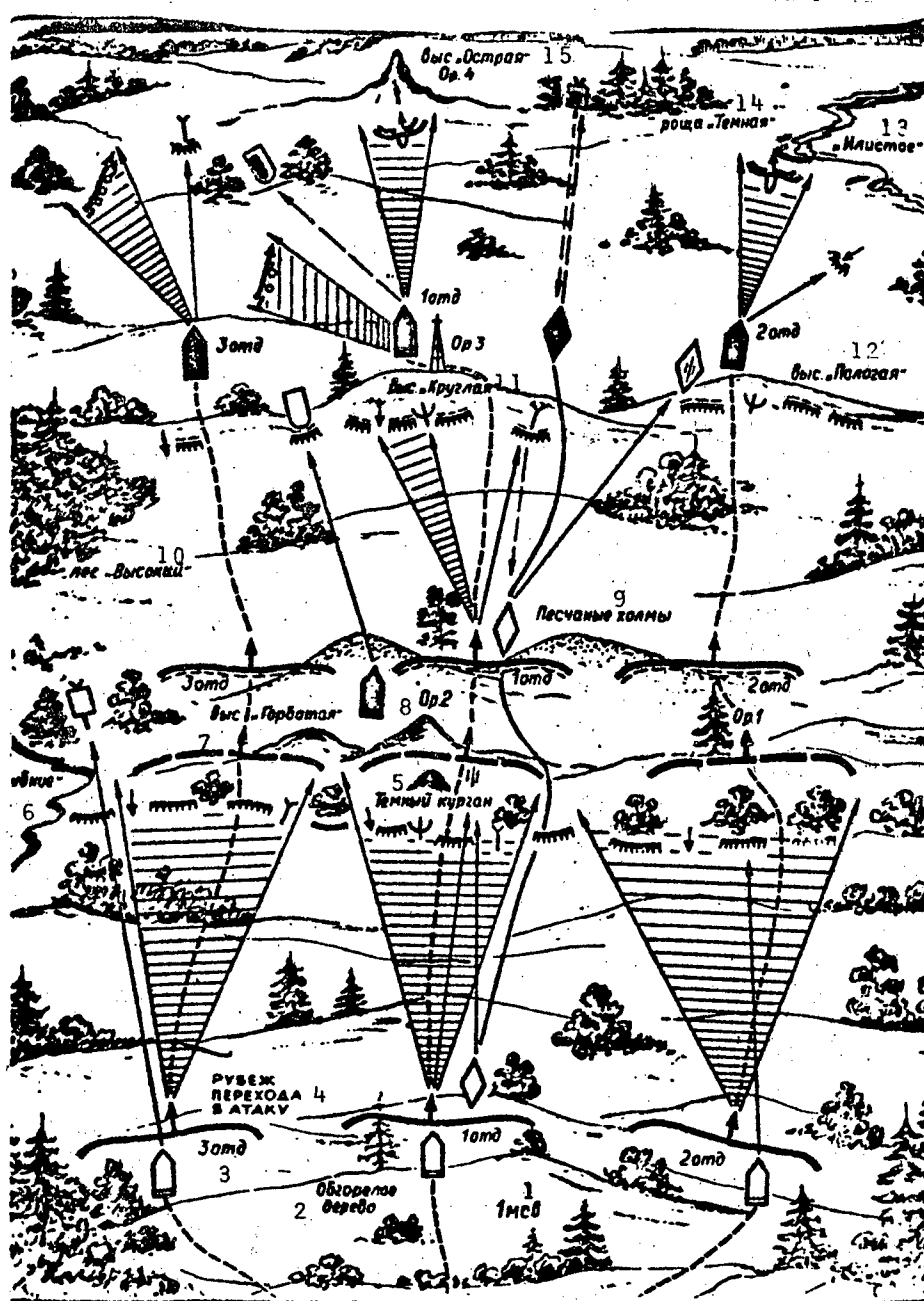
The target situation must meet the demands of modern combat and correspond to the nature of actions of the denoted enemy. Targets are situated on the terrain with considerations for camouflage, and their demonstration is accompanied by simulation of fire.

For example, here is how WO V. Andreyev, a motorized rifle platoon commander, conducted a problem with sergeants.

Prior to tactical field fire exercises, he gave the trainees instructions as to procedures for preparing weapons, observation instruments, practice hand grenades and cartridges, communications gear and other logistical support.

In addition, prior to moving into the field, the junior commanders went over the organization, weapons and tactics of the probable "enemy," as well as sample commands for opening fire from ICV weapons and small arms against various targets.

After arriving at the tactical training field, WO Andreyev announced the topic, the objective of the problem and the training questions. Then he oriented the sergeants on the terrain and placed them in the tactical situation.



- KEY:
- | | |
|--------------------------------|----------------------|
| 1. ... Motorized Rifle Platoon | 9. Sandhills |
| 2. Burned tree | 10. "Vysokiy Forest" |
| 3. ... Squad | 11. "Kruglaya" Hill |
| 4. Line of departure | 12. "Pologaya" Hill |
| 5. Dark barrow | 13. "Ilisoye" |
| 6. "Rybnoye" | 14. "Temnaya" Grove |
| 7. "Gorbataya" Hill | 15. "Ostraya" Hill |
| 8. Reference Point ... | |

At the beginning of practice of the first training question--control of squad fire in attacking the forward edge--he gave the narrative situation: "The motorized rifle platoon in which the squad is operating is dismounting and deploying into combat formation behind tanks on the line of departure. The squad has moved on the ICV to the burned tree for this purpose. Friendly artillery is firing against targets in the 'enemy' strongpoint on Gorbataya Hill." The observer reports: "Reference point two, down 200, antitank gun." At the same time, in response to the platoon commander's signal, the target display operator showed an antitank gun and other targets in an emplacement near the dark barrow.

The warrant officer ordered the sergeants to estimate the situation and prepare commands. Several minutes later, in the role of commander of the operating squad, Sgt V. Rotayev commanded: "Combat vehicle near burned tree, halt. Gunner, reference point two, down 200, antitank gun, destroy. Squad, attack in the direction of the dark barrow, forward; against machinegun and infantry in emplacement, on the move, fire."

The director listened to one more sergeant, announced the most advisable decision, ordered them to repeat the sample command once more, and gave a critique.

Then a squad team was formed from the trainees, and Sgt N. Sedov was assigned as its commander. We will note that the method of transition from group exercise to actions as part of a subunit is justified in working individual training problems. Under command of the appointed commander, the trainees one by one crossed an "enemy" obstacle through a marked passage on the run.

After this Sgt Sedov commanded: "Squad, into battle on Gorbataya Hill--forward! Squad, prepare grenades. Squad, grenades against emplacement--fire!" The trainees attacked the "enemy," firing blank cartridges and throwing practice simulation grenades into the forward trench. After a little while, when the squad had advanced into the depth of the defenses, the director gave a narrative problem to destroy "enemy" helicopters. Sergeants in the role of squad commander gave commands to conduct concentrated fire against aerial targets. They simultaneously assumed the firing position, using local terrain features, and repulsed the air "enemy."

WO Andreyev summarized the result of the first training problem and moved on to the second one--control of squad fire during combat in the depth of the defenses.

The trainees learned from the platoon commander's narrative problem that the platoon in which the squad was operating was continuing the attack, had encountered organized "enemy" fire on the line of the sandhills and had taken cover. Observation had established "enemy" weapons as follows: a machinegun was firing against the squad from an emplacement near a demolished barn; an antitank rocket launcher was firing against our tank from a position to the left of the barn; and an "enemy" armored vehicle was taking up a firing position near two bushes by the ravine.

With the beginning of practice of the second problem, the director again moved to the method of group exercise and ordered everyone to estimate the situation, make a decision, then be in readiness to give the command.

Here opinions as to the decision were divided. Sgt Yu. Alferov proposed to concentrate the fire of all squad weapons to destroy the machinegun, since it represented an immediate danger for the squad, and after its destruction to shift fire to the armored vehicle.

"The antitank rocket launcher," he said, "must be destroyed by the tankers, since it represents a threat directly to them, and not to us."

The other sergeants did not agree with this decision, however. A dispute broke out. The platoon commander explained that motorized rifle subunits during an attack must ensure successful advance by tanks with their fire. The targets most dangerous to them must be destroyed. We also must not forget about the ICV which is following the squad. The squad commander must give the command to the operator by radio. The most advisable decision of the squad commander was: to destroy the antitank rocket launcher by machinegun fire. Fire from the ICV gun, which was 100-150 m behind the squad, was to be used to destroy the "enemy" armored vehicle, and fire from submachinegunners was to destroy the machineguns and infantry in the emplacement.

The sergeants again acted further in various positions of the squad team. They performed reconnaissance by observation and prepared initial data for firing from the machinegun, rocket launcher and submachinegun by decision of the appointed squad commander. The director demanded here that the actual wind and air temperature must be considered and appropriate corrections made. By querying the trainees, he checked preparation of initial data for firing and assessed the soldiers' knowledge of firing rules. After working one more narrative problem, he summarized results of trainee actions under this training problem.

The third training problem was control of squad fire in destroying a retreating "enemy." The situation under the narrative problem was as follows: having completed the repulse of the counterattacking "enemy" as part of the company, the motorized rifle platoon shifted to pursuit of retreating groups.

The squad commander was observing from the ICV how an ATGM had opened fire against our tank from Temnaya Grove. A group of infantry was retreating on Ostraya Hill. There was an "enemy" armored vehicle in the sparse bushes. Our tank opened fire against the ATGM. The ATGM was not visible behind the cloud from the burst.

Jr Sgt Alferov now again estimated the situation. This time he made a more proper decision: to destroy the "enemy" armored vehicle which was at the range of effective fire, by fire from the ICV gun from short halts; and to destroy the retreating group by squad fire from the left side.

During the problem the sergeants practiced several other narrative problems. They made decisions and gave commands for concentrating fire against important weapons at maximum range of fire of the ICV weapons, and also against retreating "enemy" groups and individual "enemy" groups hindering the squad's advance. Maneuver of fire was accomplished during the pursuit of the "enemy."

In the concluding part of the problem, WO Andreyev inspected weapons, held a general critique and pointed out shortcomings in the sergeants' actions. Then he announced grades and gave the assignment for self-training. On returning to the subunit, the sergeants again practiced determining ranges to targets (objects).

If one follows the course of the problem, it is not difficult to conclude that it was held as an integrated problem. Although weapons training was its basis, the director practiced problems against an overall practical background which fully met contemporary methodological requirements. In combat there cannot be simply movement, just as there cannot be firing without successful use of terrain. Only a proper combination of fire and maneuver and the integrated employment of all personnel skills ensures success in performing combat missions. This is just what the problem director attained from the trainees.

Each training minute was used with high effectiveness. The sergeants were practicing problems both in moving to the site of the activities and in returning to the subunit. They acted for commanders and in the role of ordinary soldiers. The most important thing the warrant officer sought to achieve was to develop practical skills in a near-combat situation. The sergeants acted almost as if in combat. They learned the demands of modern combined-arms combat even more thoroughly. And all this was thanks to the skillful integration and joint practice of problems against an overall tactical background.

In this article we have examined a practical example of the methodology for holding problems with sergeants of motorized rifle subunits. Other variations also are possible, but fire control problems are best held first by the method of "dismounted vehicular training," and then on the equipment.

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DECONTAMINATION PLATOON TRAINING EXERCISE DESCRIBED

Moscow ZNAMENOSETS in Russian No 8, Aug 77 signed to press 21 Jul 77 p 16

[Article by WO A. Doroshenko, commander of a decontamination platoon: "We Train in the Field"]

[Text] The platoon received the order to move out to the designated area and be prepared to decontaminate equipment and personnel. The specialist arm tactical exercise in platoon teamwork was to reveal the full extent of the chemical soldiers' field training. We were faced with deploying the decontamination vehicles and special equipment and processing a motorized rifle subunit (podrazdeleniye) in BMP [infantry combat vehicles], which had been exposed to "contamination" from radioactive substances.

Moving ahead, I can say that we coped with the assigned mission. The fighting men demonstrated precision and coordination in their actions, rapidly set up the vehicles and instruments, skillfully directed the work of the BMP crews, conducted the personnel decontamination in an organized manner and were given "excellent" ratings.

It had not been easy to achieve this point of success. It was the result of persistent study and repeated training sessions, some comprehensive and others focusing on specific tasks and norms. Bearing in mind that the chemical troops have to constantly operate under conditions of "contamination," that is, to perform their physical work in protective equipment, it becomes clear just how difficult such training sessions are.

I present the following examples by way of illustration. On the training fields the personnel may have to wear gas masks and protective equipment for as long as 6 to 8 hours. And in order to work out the basic norm the crews of the decontamination sets (DKV) have to arrange and collect containers filled with water several times. Each of them weighs around 40 kg.

With their present general education level the soldiers acquire the theoretical knowledge fairly rapidly. They easily memorize the system for stowing the equipment, where and in what container the decontamination agents are kept,

as well as the methods for preparing the solutions, the consumption norms and which specific solution is used for each toxic substance (OV). We therefore place the main stress on field exercises, combining study of the equipment with work on the tasks and norms.

In order that each exercise produce maximum benefit it is essential to carefully prepare the equipment for them. And all of the personnel help during the hours spent caring for the equipment. In the process the soldiers familiarize themselves in detail with the equipment, the servicing of the vehicles and the procedure for filling the water containers and checking the decontamination agents.

During the servicing of the equipment I see to it that the crews of the tank-truck sprayer (ARS) and the DKV ready both the vehicles and the equipment with the same thoroughness: they are required to check the condition of the containers and hoses, the presence of pressure valves on the DKV, the stamps on the pressure gauges indicating that they have been tested in the laboratory and the condition of mechanical and hand pumps and during the preparation of the mobile shower equipment, the condition of the boiler, the water and steam system, the pressure gauge, the condition of the active jets and so forth.

We devote our main attention to safety measures. In one instance Sergeant V. Kulikov violated them. When converting from solid to liquid fuel he opened the fuel feed cock but did not open the steam valve. To make matters worse, he decided to check the operation of the steam jet. He was almost burned as a result of his blunder.

Upon arriving at the training area I once again go over the subject and objective of the exercise, the procedure for readying the vehicles and special equipment and the safety measures. In the beginning the teams train without considering the time norm. The most important thing at this stage is to carry out all of the operations correctly and in proper sequence. We subsequently strive to fulfill and better the norms. Following each phase I conduct a detailed critique, pointing out errors and attempting to eliminate future such errors. I am assisted in this by the squad commanders and by all of the experienced specialists, who demonstrate the most efficient techniques to the newcomers.

The training of the platoon as a whole can only be evaluated during comprehensive, specialist arm tactical exercises. They reveal deficiencies at the team-squad level. For example, errors are made in estimating distances between groups of instruments by sight. Due to poor practical skills the soldiers sometimes make mistakes in selecting the bottles of different solutions. It sometimes happens that in their attempt to reduce the amount of time required to set up the vehicle the teams forget to decontaminate their own vehicle, a gross violation of safety measures. At first, when working out hypothetical problems, the teams do not completely fill the containers with the decontamination agent even though they know the component norms for preparing the solutions. It is therefore important to teach them from the very beginning to do everything strictly according to instructions.

The situation becomes more complicated from class to class. We move up to working out the norms in personal protection equipment. This complicates the work greatly. As a result of the training sessions for fulfilling the norm for the length of time spent in protective equipment, however, the personnel are being adequately prepared.

Overcoming the psychological barrier constitutes a significant phase in the training. Prior to each exercise the personnel pass through a gas mask technical adjustment tent. Upon learning that the tent contains a training toxic substance the young soldiers are afraid to enter it at first and frequently make mistakes in their work. When working on a hypothetical problem involving a "broken tube," for example, Private A. Averkin replaced it, but instead of holding his breath and exhaling sharply afterwards, he inhaled.

It is an important psychological test for the young soldiers in the training field to work on the tasks of detecting toxic substances and determining the degree of contamination of the combat equipment and provisions with training gases. And this does not apply to the young soldiers alone. The soldiers gradually acquire confidence in the reliability of the protective equipment, however, and work prudently and calmly in situations of "contamination."

Along with working out the overall tasks the soldiers continue to improve the individual operations. For reasons of safety, for example, it is not permitted to spill the solution when filling the DKV on a vehicle. It proved difficult for Privates A. Madzhidov and L. Prokopenko to carry out the operation while wearing protective equipment. They required additional training. When working in the field, when the DKV's are positioned, it is important to coordinate the work of the decontamination orderly and the driver, who must watch the pressure indicated on the pressure gauge to prevent the hoses from bursting. The trainees must be reminded that only clean containers and packages may be used in the work. This rule is not always observed. And there is a component which ignites when it comes into contact with oil.

It is an established rule in our subunit that each individual must understand all of the organic equipment perfectly. This is the result of the large volume of work and the requirements of combat readiness. In addition, after setting up the vehicles and special equipment the soldiers have to act as instructors, insuring that the equipment is thoroughly decontaminated by the crews. And the teams are small. We therefore attempt to utilize all existing reserves. The T/O duties of an engine-driven pump operator and driver, for example, consist of filling the ARS with water. Our man may also work as a decontamination orderly, however. Related specialties have been mastered well by Senior Sergeant N. Cheremisinov, deputy platoon commander and CW reconnaissance scout and Privates I. Muratov and V. Malokhat'ko, drivers and chemical orderlies 2d class.

The knowledge and skills acquired in the process of exercises and training sessions and the initiative demonstrated by the soldiers and sergeants made it possible for the platoon to accomplish the task precisely on time in the

qualification exercise and to perform it well, thereby fulfilling one of the most important points of the commitments in the competition for a worthy reception for the 60th anniversary of the Great October Socialist Revolution.

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NCO COMMAND AND POLITICAL TRAINING

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[Article by Maj Gen N. Kizyun, First Deputy Chief of the Political Directorate of the Group of Soviet Forces in Germany: "Party Concern for the Sergeants"]

[Text] The group of daily activities for the commander of a squad, team or crew is broad and diverse. Naturally, all of these duties can be performed by a commander with an adequately broad military perspective, with solid practical skills, fighting efficiency and morale. Sergeants in the Group of Soviet Forces in Germany have won respect and well deserved prestige in the army collectives with precisely such qualities, multiplied by industry and love for their men. They are helped to become such individuals by the daily, painstaking work carried out by the entire command and political apparatus of the units (soyedineniya, chasty).

Commanders and political workers in the Group of Forces attempt to organize the sergeants' political training on a high ideological level. Classes are regularly conducted in the units and subunits (podrazdeleniya), in which the sergeants discuss current problems, exchange know-how and study guiding documents in the presence of commanders and political workers.

Guided by the requirements set forth by the USSR Ministry of Defense the military council and political directorate of the Group have developed and are implementing many measures aimed at thoroughly training the warrant officers (praporshchiki) and sergeants and increasing their role in the life of the forces. The matter of improving the indoctrination and training of sergeants was discussed at the beginning of the training year at training methods assemblies for supervisory personnel. Five- and six-day assemblies conducted in the units before each training period are highly beneficial for the sergeants' development. At the assemblies excellent lectures on political and moral subjects are delivered to the sergeants and demonstration classes are conducted for them.

A smoothly functioning system of forms and methods aimed at instilling profound military knowledge in the sergeants and developing in them the qualities required by commanders has been developed in many units and subunits. It is designed to

provide the junior commanders with a firm grasp of their duties, to teach them methods of indoctrinational work and the application of their disciplinary authority and give them the ability to build their service and outside relations with subordinates on a basis of principle. All of this is helping the sergeants in their professional development.

The party organization in which Lieutenant Colonel V. Petrukhin is a member of the party committee, for example, has built up a good amount of positive experience. Questions of improving the sergeants' training are discussed at party meetings there. The communists regularly give lectures and reports and conduct talks with the junior commanders on the foreign and domestic policy of the CPSU and the Soviet Government, Lenin's biddings on protecting the socialist homeland and tasks aimed at greeting the 60th anniversary of the Great October Socialist Revolution in a fitting manner. They provide the sergeants with practical assistance in the preparation and conduct of classes, attend them and then thoroughly analyze the pluses and minuses of the soldiers. Everything possible in the training and indoctrination methods of the best commanders is immediately brought to the attention of the warrant officers and sergeants.

The sergeants are invited to attend open party meetings, when current problems of combat training, discipline, guard duty and so forth are discussed. All of this unquestionably helps to improve the sergeants's training and indoctrination and increases the communists' sense of responsibility for the work carried out with the sergeants.

Instructive experience in working with the sergeants has accumulated in the unit in which Major V. Naumenko serves. Plan classes for sergeants are effectively used there to develop the necessary skills as commanders and methodological skills in the junior commanders. In these classes the trainees acquire and improve practical skills in preparing and organizing training: they conduct calisthenics, the morning inspection and training sessions themselves and learn the art of directing men in combat. The commanders carefully analyze the results of each class conducted.

Take, for example, company commander Captain F. Bocharov. He conducts commander's and instruction methods classes for the sergeants skillfully and competently and persistently strives to see that they firmly assimilate the knowledge which they must transmit to their subordinates and acquire a solid mastery of the most efficient training techniques. Together with the platoon commanders the officer carefully analyzes the class methods, uses progressive experience and the best models of military labor to teach the junior commanders and holds strictly accountable those who do not demonstrate diligence and effort in their training and service and persistence in striving for good results.

In the company careful attention is devoted to problems of organizing competition and the sergeants are persistently taught to conduct classes in a competitive atmosphere. The efforts are producing the desired results: a wholesome rivalry flares up among the soldiers in all of the exercises and training sessions. It is not surprising that the subunit occupies a leading position in the battalion and regiment.

The other companies in the battalion are also in good standing. This kind of success in the training and service results primarily from the fact that classes conducted for the sergeants have become a true school of methodological and commander's skill for them. A great deal of credit goes to the battalion command.

Problems pertaining to the sergeants' development are constantly in the focus of attention of the subunit party organization. The battalion communists know that the development of disciplines, demanding and concerned junior commanders, well trained both politically and militarily, is an important part of resolving the main tasks of training and indoctrinating all the personnel. They provide the commander with every possible assistance in the training and indoctrination of the sergeants. The Komsomol organization and subunit activists have done a great deal to develop the sergeants, and continue to do so. As a result the junior commanders rapidly fit into the combat formation and successfully cope with their duties. Many of them have become frontrunners in the socialist competition.

Comrade A. Malina completed just such a school of commander's development. At first he was not totally successful in working with a crew. The soldiers achieved poor results in weapons training classes. Nor was the performance of the commander himself outstanding: he lacked a thorough knowledge of the theory of fire, driving and other matters. The subunit communists gave Malina their special attention. They patiently taught him the methods needed to indoctrinate the men and how to fulfill the norms. And this helped. In the qualifying exercises the crew successfully accomplished the assigned mission, and Komsomol member Aleksandr Malina also tested his own ability. His crew has been best in the subunit for the third training period. The commander himself and his men constantly achieve good results in all combat and political training subjects. And there are many such examples in the Group of Forces.

In the daily work of indoctrinating the sergeants commanders, party and Komsomol organizations employ the entire gamut of forms and means of party-political work. First and foremost they strive to make the sergeants' political training highly effective. This year the sergeants' political training has focused mainly on thorough study of documents of the 25th CPSU Congress and the October (1976) Plenum of the CPSU Central Committee and the decree of the CPSU Central Committee, "On the 60th Anniversary of the Great October Socialist Revolution," and recently, materials of the May (1977) Plenum of the CPSU Central Committee and the draft of the Constitution of the USSR.

This is a broad field of work for the party organizations: they strive to see that good lectures are presented and good seminars are conducted, and monitor and affect the entire political training process. As a rule, the sergeants' groups are led by activists. Sergeants' lecture groups, which function successfully in all the units, have become a good addition to the political training system for the junior commanders. The lectures thoroughly explain aspects of the foreign and domestic policy of the CPSU, the successes achieved by the Soviet people during the 60 years of Soviet power, certain problems of military pedagogics and psychology and fundamental military knowledge. Quizzes, evenings of discussion devoted to special topics, Leninist readings and lessons

are conducted for the sergeants. It is a long and difficult process for the sergeants to learn the military regulations and to teach them to properly apply the regulations on a practical level. Those commanders and officers in charge who feel that it is enough to properly explain and skillfully show the sergeants what to do and how and that he will immediately grasp and understand everything are wrong. Certain sergeants must be continuously monitored during their study of regulations: their work, conduct and attitude toward the job must be checked against the requirements made of them by Soviet law, the military oath and regulations.

Many political organs and party organizations take into proper account this aspect of the indoctrination of sergeants. In the unit in which communist K. Shinkevich is a member of the party committee, for example, seminars are conducted for the sergeants, during the course of which there is a broad exchange of opinions and current topics of theoretical and practical interest are brought up for discussion. During the last seminar the discussion was about the development of regulation interrelations among servicemen as the main condition for uniting the military collective and about the collective's ability to perform responsible tasks in a complex combat situation.

The individual work carried out by the sergeants showed the commanders and political workers that not all of the sergeants know how to establish proper interrelations with the soldiers. Some of them are indulgent of their subordinates, forgetting that such practices have nothing in common with the requirements set forth in the regulations. In the discussions the communists and Komsomol activists use examples from life to convincingly demonstrate how the unconscientious attitude of certain sergeants toward the fulfillment of their duties and a poor knowledge of the service make it difficult for them to gain prestige among their subordinates and interfere with their work.

The quiz organized by the Komsomol committee on the duties of junior commanders with respect to maintaining firm regulation order, strengthening aware military discipline and presenting breaches of regulations by the men was highly beneficial.

We have told about only a few of the areas of work carried out to prepare, train and indoctrinate the sergeants and to increase their role in subunit life. Unquestionably, other forms of working with the junior commanders are employed at different sites.

A determined struggle is underway in the Group of Forces to fulfill decisions of the 25th CPSU Congress, the demands of the USSR Minister of Defense and specific combat and political training plans, to fulfill commitments accepted in the socialist competition completely and with good quality and to greet the 60th anniversary of the Great October Socialist Revolution in a fitting manner.

Fervently approving the draft of the new Constitution, the Constitution of a developed socialist society, soldiers of the Group are increasing their successes in combat and political training. They reverently remember the demand set forth in the draft of the new Constitution that the Armed Forces of the USSR reliably defend the socialist homeland and be in a constant state of combat readiness insuring that any aggressor will be repelled.

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MOTOR VEHICLE OPERATOR TRAINING AND LICENSING DESCRIBED

Moscow ZNAMENOSETS in Russian No 8, Aug 77 signed to press 21 Jul 77 pp 26-27

[Article by Engr-Col G. Koryakin, senior officer with TsAVTU: "For the Military Driver"]

[Text] In connection with the new Statute on the Procedure for Conferring a Driver's Rating, Issuing Driving Licenses and Authorization to Operate Transport Equipment the editors of this magazine are receiving letters from military personnel requesting clarification of certain points. They are answered by Engineer-Colonel G. Koryakin, senior officer with TsAVTU [Central Motor Transport Administration?].

An international conference on highway traffic was held in Vienna in 1968. It adopted a Convention, under which driving licenses of a single design were introduced in the USSR and other nations. A driver's qualifications are now defined not by class as was formerly the case but by the category of transport equipment which he is authorized to operate.

According to the Statute transport equipment is divided into categories:

- "A" - - motorcycles, motor scooters, motorized sleds and mopeds of all types and makes;
- "B" - - motor vehicles with a legal maximum weight not exceeding 3500 kg. and seating no more than 8 in addition to the driver;
- "C" - - motor vehicles with a legal maximum weight of more than 3500 kg. and designed for hauling freight;
- "D" - - motor vehicles designed for hauling passengers and seating more than 8 in addition to the driver;
- "E" - - tractor-trailer units consisting of a wheeled tractor and a trailer (semi-trailer) with a loaded weight of more than 750 kg.

This system of subdividing transport equipment into categories depending on type, purpose and specific operating features has also been adopted in the Soviet Army and Navy.

Motor vehicle drivers may only operate transport equipment in those categories which have been indicated on the driving license by the State Motor Vehicle Inspectorate (GAI).

The majority of specialists called to active military service have completed a course of training in DOSAAF training organizations or training institutions of the industrial trade school system and are most frequently licensed to operate category "C" vehicles. Before being permitted to operate organic equipment, however, all drivers regardless of qualifications are required to take an additional training course.

Practical classes in motor vehicle parks, at technical servicing and repair points, in special classrooms, at vehicle testing grounds constitute the main method used to train military drivers. After fulfilling the required program the soldiers drive a route covering many kilometers and then take tests given by the military unit (chast) commission on the Traffic Rules, Practical Operation and Technical Servicing of Transport Equipment. Only after this does the commander of the military unit issue an order permitting drivers to operate the organic equipment assigned to them, and a notation to this effect is made in their service record, in the section "Special Comments."

Provisions are also made in all military units for the training and retraining of all categories of transport equipment operators. They are conducted in those makes of vehicles which are assigned to the drivers. This is taken into account for making up training groups.

The army has many drivers who operate buses designed for hauling people. Some of the soldiers are released into the reserves and it is systematically necessary to train replacements. Assemblies lasting two weeks are organized in advance for this purpose in the unit, during which the future bus drivers are trained. Drivers of category "C" transport equipment who have at least 10 months of continuous duty at this job are accepted for the assemblies. Those who master the training program take tests administered by the garrison military qualification commission (VKK) of the VAI [Military Motor Vehicle Inspectorate] and are issued a certificate signed by the commander of the military unit and the chairman of the garrison VKK VAI. This gives them the right to take a theoretical and practical test at the GAI to receive a driving license with a notation authorizing them to operate category "D" vehicles.

The training of drivers of tractor-trailer units, that is, category "E" transport equipment, is also accomplished at 2-week assemblies in the military units. Those selected for such assemblies are drivers of category "C" vehicles with an unbroken period of at least 10 months at the job and who have received additional training. Following the assemblies the drivers take tests at the GAI.

Category "C" freight trucks which have been adapted for the purpose must frequently be used in the military units for hauling personnel. The drivers of these vehicles are required to complete a 2-week training assembly. The VKK VAI then issues them a certificate authorizing them to operate vehicles equipped for hauling passengers.

The drivers of transport equipment provided with special sound and light signals is accomplished in a similar manner. When drivers who are to operate new makes of vehicles in the same category must complete a retraining course consisting of 2-week assemblies in military units and a probationary period of practical training. A notation is made in the service record indicating the retraining and authorization to operate the new makes of transport equipment independently.

Bus drivers who have an interruption of 6 to 12 months in their work also undergo retraining.

Skilled driving instructors are constantly needed in the army to train soldiers in the practical operation of organic equipment. They are trained at special schools and in military training units and are selected from among category "C" vehicle drivers with at least a year's experience operating transport equipment prior to being drafted into the active military service. After passing the tests they are issued an instructor's permit. Warrant officers (praporshchiki) and regular service personnel with a 1st- or 2d-class driver's rating, who have passed the garrison VKK VAI tests on practical driver training methods, are also permitted to work as instructors.

The old type of drivers license is still valid. For example, a motorcycle driver has the right to operate category "A" equipment and the nonprofessional chauffeur (nonprofessional vehicle driver) is permitted to operate category "B" transport equipment but does not have the right to operate it for hire. A 3d-class chauffeur is placed on a level with the driver authorized to operate transport equipment in category "B" and "C"; a 2d-class chauffeur -- a driver with a notation on his license authorizing him to operate equipment in categories "B," "C" and "D"; and a 1st-class chauffeur -- a driver of transport equipment in categories "B," "C," "D" and "E."

Specialists authorized to operate any category of transport equipment but with less than a year's practical experience are permitted to operate the equipment only after passing theoretical and practical tests at the GAI (under orders from the unit). Drivers whose work is disrupted for more than three years are additionally required to undergo medical recertification.

Drivers of transport equipment in categories "A," "B," "C," "D" and "E" may have their license to operate the corresponding equipment revoked by GAI agencies in accordance with existing laws.

The single-design driving license is valid for a period of 10 years, after which it must be renewed.

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ECONOMY MEASURES IN MOTOR TRANSPORT UNIT DESCRIBED

Moscow ZNAMENOSETS in Russian No 8, Aug 77 signed to press 21 Jul 77 p 39

[Article by Maj A. Terekhov: "Reserves for Economizing"]

[Text] This outstanding motor pool has been a frontrunner in the socialist competition among the garrison's rear subunits (podrazdeleniya) for many years now. There are no traffic accidents there. Great importance is placed on conservation and economy in the competition among motor vehicle specialists. The soldiers and sergeants, warrant officers (praporshchiki) and officers, workers and employees are all zealous managers. Fulfilling decisions of the 25th CPSU Congress they are economizing in both large and small areas and are achieving more and more new successes in this important job year after year. For the motor pool as a whole a gasoline saving of 8.2 percent of total fuel consumption was achieved last year alone, a saving of around 3,000 rubles. More than 600 rubles worth of ferrous and nonferrous metals was turned over to receiving points and several thousand rubles worth of non-disposable spare parts was sold.

Take Care of the Drops, the Tons Will Take Care of Themselves

There was a time when almost no one would notice that during the refueling of vehicles several grams of gasoline would leak onto the ground or spill over the sides of the tank and evaporate. "Why worry about a few grams?" certain vehicle drivers reasoned.

The situation with respect to the issuance of motor oil and grease was also poor. This operation was performed by hand in the winter. Some drivers frequently went directly to the depot for lubricants and as a rule, obtained far more than required by the norm and failed to return what was left.

Such wastefulness could not be tolerated. The commander and the party bureau headed by Master Sergeant (Reserve), Communist A. Yavorskiy outlined and began to implement measures to combat wastefulness. A check revealed the fact that more than 100 liters of fuel was lost at the refueling point in a single month.

This amounted to more than a ton per year. More than the standard amounts of lubricants were also used. When these figures were presented to the drivers they all set to thinking: how can we prevent losses of fuel and lubricants? What can be done to eliminate the present deficiencies?

It was decided first of all to put the refueling point in proper order so that it measured up to modern requirements. The subunit rationalizers took on the job: communist, Master Sergeant (Reserve) A. Fedotov, Sergeant (Reserve) A. Shelikhanov and Komsomol member, Junior Sergeant A. Sharonov. With the active participation of the secretary of the Komsomol organization, deputy chief of the motor pool for technical matters, the motor pool was remodelled and a central vehicle refueling and lubrication point was placed into operation. Every driver could see the benefit from this.

But this was only the beginning of the struggle to save fuel and lubricants. The most important thing, and the officer in charge of the motor pool, platoon and squad commanders, party and Komsomol activists turned their attention to this matter, was to instill in the drivers an attitude of thrift and a desire to save state money, to economize in large and small ways. Technical conferences, evenings of questions and answers, political information sessions and talks by platoon agitators were conducted on the subject, and the best drivers in the subunit shared their experience in operating motor vehicles under various road and weather conditions. Problems of saving fuel were repeatedly discussed at party and Komsomol meetings, in the wall newspaper AVTOMOBILIST and news bulletins.

Socialist competition is one of the effective ways of mobilizing the drivers to work for thrift and economy. In their individual commitments the drivers began to include fairly impressive fuel conservation figures. Outstanding soldiers and Komsomol members, Senior Sergeant D. Volodin, Private 1st Class N. Aleksin and Private V. Agafonov, for example, each saved 500 or more liters of gasoline in a year. This made it possible for them to operate the last two days of each month on the amount of fuel saved.

The example of the progressive drivers had a mobilizing effect on the other soldiers. The first of the young drivers to achieve success were Komsomol members Sergeant S. Pronichev and Privates S. Mishchenko and V. Kurguzov. One day a month they make long runs using the gasoline they have saved.

The pride of the motor pool collective are Soviet Army employees, veteran chauffeurs Sergeant (Reserve) Communist A. Danilov and reserve officer N. Anosov. They each save 700 to 800 liters of fuel annually.

The Machines Operate Longer

The struggle to prolong periods between overhauls in the operation of motor vehicles is another important area of the work to economize among the drivers and technical personnel. This task is accomplished by a timely and competent

approach to the servicing of the equipment based on careful and thrifty operation. A spray gun for cleaning engines was prepared and installed for the first time with direct participation by the officer in charge of the motor pool and with the help of rationalizers. Posters were also prepared on the technical servicing and repair of motor vehicles, and the work benches and electric smoothing plane in the vehicle shop were renovated. All of this made it possible to service the motor vehicles far better and more rapidly and to extend their operating periods.

At one time many of the drivers operated their vehicles to the limit, as they say. This continued until chauffeur 1st class Sergeant (Reserve) B. Volkov suggested to his comrades that they themselves conduct the running repairs and eliminate all defects, even those which might at first glance appear to be insignificant.

"This," said Volkov to his comrades, "will make it possible not only for us to extend periods between vehicles overhauls but also to save the state a considerable amount of money."

The 1st class specialist's suggestion was based on his experience in the operation of vehicles. All of the drivers were aware that B. Volkov extended the operating time for his vehicle by 20 percent each year, which would make it possible for him to save tens of thousands of rubles. This is why his patriotic initiative was received with enthusiastic support. The drivers in the subunit now consider it their service duty to perform all of the minor running repairs themselves and to replace individual worn-out parts.

They demonstrate special concern for conserving vehicle tires. And it should be stated that considerable successes have been achieved in this matter. Tires serve far longer than the rated period on passenger cars, trucks and buses.

Driver 1st class, Master Sergeant (Reserve) I. Chetyrin told us about ways to extend the life of tires.

"Before leaving on a run," he said, "each subunit driver first of all carefully checks the pressure in the tubes, making sure that it is normal, brakes the vehicles smoothly and without jerks each time it is necessary on the trip and keeps a close eye on the roadbed. He reduces speed in bumpy and uneven areas, which extends the life of the tires."

I. Chetyrin and B. Volkov have many followers who operate the vehicles far longer than the rated period, thereby saving the state a great deal on their repair: Komsomol members Senior Sergeant D. Volodin, Privates A. Mironov, S. Babich and Z. Nefagin, and many others.

This is how the military motor vehicle operators strive for economy and thrift and increase the subunit's combat readiness by the day.

It Is the Duty of Each To Take Care of the Equipment

Careful management of the people's property on the part of drivers is reflected not only in a saving of fuel and struggle to extend the life of the vehicles but also in the preservation of military and state property. The motor pool collective takes an active part in the Saturdays and Sundays of unpaid mass work to improve the military camp and in the repair and restoration of company equipment and uniforms, as a result of which its service life is extended.

Not all of the reserves for economizing or the forms and methods of instilling thrift in the drivers are yet being used in the subunit of motor vehicle specialists which we are discussing, however. Take, for example, the matter of graphic comparability of the successes achieved by the soldiers. In this subunit the commanders most frequently only give names of those who have saved gasoline or oil at the end of the work week or month. Extensive publicizing of the competition would be far more beneficial. A highly visible board could be set up in a prominent place, on which to indicate the names of the best soldiers and the laggards, post figures showing the saving in liters and rubles achieved by both the former and the latter and make the experience of the best drivers known.

It is the task of each and every member of the subunit to work for the preservation of socialist property. Certain soldiers feel that this is of little concern to them, however. After serving two years, for example, drivers Junior Sergeant I. Fadeyev and Private P. Gradovich were not able to achieve either a saving of fuel or an extension of periods between overhauls on their vehicles. And after all, they lived and worked under the same conditions as the outstanding soldiers. It is obvious that individual indoctrinational work and the publicizing of progressive experience is not properly set up in the subunit.

It is a priority task of the motor pool command and the party and Komsomol organizations to mobilize all reserves in the struggle for economy and thrift. A matter of great state importance will benefit from this.

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REVIEW OF HANDBOOK FOR MILITARY RAIL PASSENGERS

Moscow ZNAMENOSETS in Russian No 8, Aug 77 signed to press 21 Jun 77 p 33

[Review of handbook* by Rear Adm V. Lozovskiy]

[Text] If you are planning to take a trip the "Spravochnik passazhira-voyennosluzhashchego," compiled by Colonel R. V. Sinev and published by Voenizdat will become your inseparable companion. An acquaintance with the handbook convinces one that the author and publisher have provided a good service for fighting men of the army and navy, workers and employees of military units (chasti) and members of families of military personnel, for everyone who frequently travels on service business or for rest and treatment at the expense of the USSR Ministry of Defense.

The new handbook provides answers to almost all questions which may arise in military units with respect to filling out travel forms. The first chapter in the handbook, for example, contains legal information and explains who is authorized to travel at the expense of the USSR Ministry of Defense and what travel arrangements are made for whom when taking leave, travelling to a new assignment or a temporary duty assignment, when discharged into the reserve and in other instances.

The second chapter tells how to fill out military travel forms and clarifies questions of travelling by indirect route with stops along the way, as well as by direct route using mixed water and rail transport. The third chapter in the handbook provides the reader with information about travel conditions for rail passengers in the Soviet Union and certain foreign nations, the procedure for acquiring tickets and the terms of their validity, cancelling or terminating trips, making stops enroute and making changes in the travel routes.

*R. V. Sinev, "Spravochnik passazhira-voyennosluzhashchego" [Handbook for the Military Rail Passenger], Moscow, Voenizdat, 1977, 223 pages, price 71 kopecks.

The following chapters contain information on the procedure for hauling hand luggage and baggage and contain tables of permanent routes and schedules for passenger aircraft, maritime and river vessels and other reference materials of interest to the military passenger. Only the information contained in the last chapter of the handbook will need to be corrected, that is, the fares for various types of transport, due to rate changes taking effect on 1 April 1977.

Appendices to the handbook give the main routes for direct, mixed means of communication, maps of railroads, maritime and river communications and the seating arrangements in cars.

The military passenger has thus been provided with a thorough and well-conceived summary of regulations on travel by all types of transportation. It is only regrettable that such a useful and essential publication has been published in such a small quantity, 40,000 copies.

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DOSAAB MOTOR VEHICLE, TECHNICAL SCHOOL TRAINING TASKS DISCUSSED

Moscow ZA RULEM in Russian No 9, Sep 77 signed to press 29 Jul 77 pp 2-3

[Article by Lt Gen A. Shilin, deputy chairman of the USSR DOSAAF Central Committee, twice Hero of the Soviet Union: "Proceed Further, Achieve More!"]

[Text] A new training year is beginning at DOSAAF motor vehicle and technical schools. Its slogan -- "Effectiveness and Quality"!

In September regular classes begin at the defense Society's motor vehicle and technical schools, which train drivers for the Soviet Armed Forces and the national economy. This is a responsible time for our training organizations. It coincides with important events in the nation's life -- preparations for the 60th anniversary of the Great October Socialist Revolution and national discussion of the draft of the new Constitution.

Youth entering DOSAAF motor vehicle and technical schools these fall days face a serious task: to prepare thoroughly to fulfill their constitutional duty of serving in the ranks of the USSR Armed Forces, which is described in the draft of the Constitution as the honored duty of Soviet citizens.

National defense interests and the constantly increasing level of technical equipment of our Armed Forces require that DOSAAF committees, school directors and instructors, our entire public actively improve the training of specialists, including that large group of future military drivers, working tirelessly to improve their technical, physical and moral training.

The defense Society's work in this important area is improving each year. This is easy to see from the changes taking place in motor vehicle and technical schools during the years of the Ninth and Tenth five-year plans. In recent time their organizational structure has improved considerably, consolidation has been accomplished, the material and technical base improved. At the present time more than half of the schools are located in well-equipped buildings with garages and technical servicing centers. Most training organizations have modern driver training areas and many are equipped with the latest technical training equipment and the latest models of motor vehicles and units.

Society committees have begun devoting greater attention to the military-patriotic indoctrination and physical training of the students and concerning themselves more with strengthening organization and internal order in the motor vehicle schools, which contributes to the better development of good moral qualities in the draftees, qualities essential for defending the homeland. Progressive motor vehicle and technical schools worked especially productively this past training year. Broad and effective socialist competition for a worthy greeting for the 60th anniversary of the Great October Socialist Revolution, the 50th anniversary of the defense Society and a determined struggle to achieve good results moved new training organizations up to the ranks of the outstanding. And many of these were in rural areas.

The following is one of many such examples. The Menzelinsk Motor Vehicle School is one of the remote schools in the Tatar ASSR. Not one of the best it received assistance with construction and equipment. In this situation the smoothly functioning, close collective of instructors and masters applied great effort and demonstrated a great deal of creativity. And they were able to construct a new building and equip classrooms, laboratories and a driver training area for which they could be envied by some motor vehicle schools of oblast centers. There is a permanent Young Soldier's Club at the Menzelinsk School and the students frequently meet with war and labor veterans and former students of the school. They recently visited KamAZ [Kama Motor-Vehicle Plant].

There are more and more such motor vehicles schools. It is also gratifying that our beacons continue to burn, the initiators and winners of competition, those who have repeatedly received Challenge Red Banners of military districts and other awards. These include the Vil'nyus, Vitebsk, Gomel' Yevtatoriya, Zhitomir, Zelenodol'sk, Kazan', Kaunas, Sverdlovsk, Tashkent, Ussuriysk, Fergana, Chernigov, Shyaul'yay and many other motor vehicle and technical schools.

The slogan for the Tenth Five-Year Plan, "Efficiency and Quality," has become a dependable reference point for our training organizations this new year. However, in order to implement this remarkable slogan advanced by the times and to direct it toward the further improvement of all training and indoctrinational work a number of urgent tasks must be resolved, many gaps and deficiencies eliminated. The main areas for improving the quality of specialist training are indicated by reality, by the practical work of outstanding committees and schools. What are these areas?

First of all, they should obviously include the continued build-up and improvement of the materials and equipment base and work with the personnel. We still have many bottlenecks and problems in this area. We should make a thorough investigation of lagging motor vehicle and technical schools and determine why their arrangement and equipment and the level of their training and indoctrinational work do not measure up to the highest requirements of driver training programs. And we have many such schools. Suffice it to say that two schools in Moldavia (Kagul and Yedintsy), two in Uzbekistan (Termez and Bekabad) and the Kherson (Ukrainian SSR) and Svetlograd (Stavropol'skiy Kray) schools were recently checked and received unsatisfactory ratings.

The materials base and the teaching arrangement are very weak at a number of schools in Kostromskaya, Novgorodskaya, Astrakhanskaya and Gor'kovskaya oblasts, Krasnodarskiy Kray and other places.

The quality of specialist training depends to a great and sometimes crucial degree on the selection and indoctrination of instructors. Marked advances have been made in this area in recent years. The teaching staffs have been joined by people with a higher specialized education, reserve officer-motor vehicle specialists with professional knowledge and skills in training and indoctrinating the youth. In many republics, krays and oblasts Society committees demonstrate real concern for the political, professional and methodological growth of their teaching collectives.

There are various methods of working with the personnel. The Ukrainian SSR DOSAAF Central Committee has continuous courses, for example, and Society committees in Kuybyshevskaya, Rostovskaya, Volgogradskaya and a number of other oblasts improve the methodological and professional skill of the instructors by means of assemblies, conferences and practical assistance, constantly monitoring this aspect of the work.

Raising the positional salaries and regulating the bonus system for DOSAAF training organizations has had a positive effect on the selection of qualified instructors and masters.

The personnel problem has not been eliminated, however. It is being resolved too slowly and unsatisfactorily by DOSAAF committees of the Turkmen and Uzbek SSR's and Arkhangel'skaya Oblast, where a number of schools are directed by people lacking the specialty, the necessary education and experience in directing training collectives. The turnover of instructors and masters continues at certain motor vehicle schools of Ferganskaya, Surkhardar'inskaya and Tashkent oblasts in Uzbekistan. The annual turnover there is as high as 30 percent. Some Society committees take a formal approach to the training of instructors. Methods assemblies are conducted with a poor materials base, with nothing to demonstrate and nothing to teach. Furthermore, only half or even fewer of the people engaged in training drivers are invited to these assemblies. Last year, for example, the Amurskaya Oblast DOSAAF Committee drew only 70 percent of the instructors and 50 percent of the masters to assemblies on training methods, and the percentage for Vladimirskaya Oblast was even lower.

Unfortunately, these are not isolated cases. As we have already mentioned they have an overall negative effect on the quality of the training and military-patriotic indoctrination of future drivers and on their practical training, which is especially alarming. And one of the chief tasks of motor vehicle and technical schools continues to be that of developing in the students solid skills in operating the equipment and the ability to rapidly service a vehicle, to detect and eliminate malfunctions.

Tests have shown that many graduates of our training organizations frequently lack practical skills, confidence in operating vehicles under difficult road conditions, within a column and in poor weather and the ability to perform technical servicing independently and competently. Why is this? Because technical servicing and trouble-shooting are frequently learned from posters and the Traffic Rules are mastered without actually taking out the transport equipment and they are not illustrated with examples from experience on the road. The exhibit vehicles and live engines for tuning practice are not complete in a number of schools and there is a shortage of tools, instruction charts and equipment at the training positions.

Driving training deserves special comment. Driving within a column over a 100-km. route is being included in the program in the 1977-78 training year. This was conducted on an experimental basis last year by the Zhitomir Motor Vehicle and Smolensk Technical School and the experiment convinced us that with thorough training and good organization driving as part of a column benefits the students a great deal: it disciplines them, develops their ability to maintain proper intervals and the prescribed speed and teaches them to carry out commands, to do that which may be required at any time in the army.

Moving within a column is only a small part of the program, however. In order to develop solid skills in operating the equipment the program must be fulfilled in its entirety. Right now, when driving is in the scheduling stage, precise planning, strict control, maximum use of the training vehicles, organization and discipline are required of the school directors, senior masters and practical driving experts. Some directors of training collectives are not pursuing such a course, however. The Termez Motor Vehicle School in Uzbekistan submitted for the state tests a total of four training groups which had completed only half of the driving programs. Stiff penalties should be imposed for such deception.

It would be proper to repeat at this point that the driver training tracks are a recognized school of motor vehicle operation. Unfortunately, some training organizations either do not have such installations at all or have grounds lacking the most essential, prescribed facilities.

Last year our motor vehicle schools were already operating under the new 550-hour program, which required a certain restructuring of the training and indoctrinational process and the materials and equipment base. The vast majority of collectives coped with their assigned tasks. We are confident that our committees and training organization directors will properly appraise the lessons derived from last year's work, summarize the experience of the training methods assemblies which were conducted, both All-Union and local, and will launch the new training year in an organized manner and on the basis of extensive socialist competition.

We are at a responsible point. Materials of the May Plenum of the CPSU Central Committee, the report by General Secretary of the CPSU Central Committee, Comrade L.I. Brezhnev, and the draft Constitution of the USSR, these extremely

important documents, actively discussed, along with all of the people, by our school collectives, students and all members of the multimillion-strong defense Society, constitute basic guides for the continuing work of indoctrinating and training the DOSAAF youth and future soldiers. They call upon us to improve all mass defense work and train the workers to defend the homeland and the accomplishments of the Great October Socialist Revolution.

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PROVISIONS OF STATUTE ON DOSAAF SCHOOLS DISCUSSED

Moscow ZA RULEM in Russian No 9, Sep 77 signed to press 29 Jul 77 p 3

[Article: "The Statute on the DOSAAF School"]

[Text] The USSR DOSAAF Central Committee has approved the "Statute on the DOSAAF School," which applies to the defense Society's motor vehicle, technical, radio, naval and combined technical schools. The temporary statute, which went into effect in March 1975, is no longer in force.

The new statute, which is in conformance with the DOSAAF Charter, is our basic document. It explains in detail the rights and tasks of these training organizations. As applicable to motor vehicle schools it calls for the training of drivers for the Armed Forces and the national economy, active publicizing of military-technical information and the development of motor vehicle sports and the provision of DOSAAF primary organizations and technical sports clubs with methodological, material and technical assistance in mass defense and sports work.

The Statute spells out the requirements for planning the training process and organizing methodological, military-patriotic and rationalization work with the students and instructors and defines the level of material and technical base which insures the training of high-caliber drivers for the army and the national economy.

Point 8 of the Statute states: "A sport club is created at the school for conducting mass sports work." The motor vehicle school with such a club is required to develop automobile and motorcycle sports, train rated sportsmen, referees, public trainers and instructors and conduct assemblies and seminars for them. A special section is devoted to the work of the sports club, which indicates that the organization and conduct of mass sports activities is assigned to a council elected by club members voting by a show of hands: sports sections function and sports teams are put together in a club.

Under the Society's charter economically accountable workshops, training equipment rental centers, firing ranges and technical servicing points may be created at a school.

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COMMENTS ON U.S. AIRCRAFT DEVELOPMENT

Moscow VOYENNO-ISTORICHESKIY ZHURNAL in Russian No 8, Aug 77
signed to press 25 Jul 77 pp 74-76.

[Article by V. Nikolayev: "US Combat Aircraft"; based on
foreign press material]

[Text] As the 25th CPSU Congress pointed out, the most important task in the struggle for lasting peace and for eliminating the threat of nuclear war is stopping the arms race and making the transition to disarmament. However, aggressive circles in the capitalist world are exerting systematic pressure on international public opinion; they are using newer and newer methods to justify the intensified militarization in their countries; and they are increasing their armament to an unprecedented degree.

As a result, the process of stockpiling means for waging war continues in the imperialist countries. Work on the creation of new types of equipment continues unabatedly. "It is not enough that the planet is already oversaturated with means of mass destruction," emphasized comrade L. I. Brezhnev, general secretary of the CPSU Central Committee, in his television appearance on 29 May 1977, "but there is a real danger, growing every year, of the creation of new types and new systems of weapons which will be many times more destructive."¹

The NATO bosses, and first and foremost the USA, are in the vanguard of the forces feeding the arms race. The American military budget grows from year to year: in 1965 it reached 53 billion dollars; in 1970, 77.1; and in 1976, 103. In 1978 the Pentagon was allocated a record amount for the entire history of the country--118.5 billion dollars, which is 5.5 billion more than in the current year.²

A great deal of attention is devoted to the development of military aviation which is regarded as the advance echelon for

interfering in other countries' affairs and as a strike force designated to accomplish strategic, operational and tactical missions.

Ever newer efforts are being undertaken to increase US air power in spite of the fact that the American militarists have over 400 strategic bombers (B-52 and FB-111) and about 4,000 tactical and carrier-based aircraft (F-111, F-4, F-14, F-15, A-6, A-7E and others)³ at their disposal at the present time.

Enormous sums are allocated for developing, creating and equipping--through modern technology--qualitatively new means of air attack. The news brochure recently released by the Pentagon confirms this; it reports that of the 106 weapon systems planned for purchase in 1978, almost one-fourth are for military aviation: 18 types of aircraft for the Navy and 8 for the Air Force.⁴

Representative of this new generation are the B-1A, F-16 and F-18 aircraft which have been especially widely publicized by the American news media of late; plans call for their entry into US military service in the 1980's. We are publishing information on these combat aircraft below.

The B-1A (Photo 1) is a US heavy, supersonic strategic bomber with variable geometry wings. It began development in 1968 and has been undergoing flight tests since December 1974.

According to specifications, the B-1A will have a powerful armament system consisting of air-to-surface guided missiles with nuclear warheads--SRAM (in service with the USAF) and ALCM and ASALM (in developmental and flight test stages)--nuclear bombs and other weapons and also the newest electronic warfare equipment. Headquarters USAF intends to buy 244 B-1A aircraft; they will completely enter service by 1985.⁵

Along with the development of strategic aviation, the military leadership of the USA and other capitalist countries are devoting a great deal of attention to the creation of new aircraft for tactical aviation.

For this purpose, the USAF leadership concluded a contract in April 1972 with General Dynamics and Northrop for development of lightweight fighter prototypes (YF-16 and YF-17). It was announced in January 1975 that the General Dynamics YF-16 won the competition. Construction of the F-16 fighter (Photo 2) was begun on this basis; it is intended for gaining air supremacy and conducting strikes against ground targets.

Flight testing of the first F-16 pre-production prototype began in December 1976. The USAF made a production order for 650 of these aircraft. Four NATO countries (Belgium, Holland, Denmark, Norway) also intend to buy about 300 aircraft. It is assumed that a number of other countries (FRG, Italy, Canada, Iran, Japan and others) will buy the F-16 in the future. It is thought that the overall order may be about 3000 aircraft. It is anticipated that the F-16 will begin to enter service with combat air units at the end of 1979 or the beginning of 1980.⁶

Even before the fly-offs between the YF-16 and YF-17, General Dynamics and Northrop submitted a proposal to build a new fighter for the US Navy based on them. In May 1975 the US Navy headquarters commissioned these firms to develop such a fighter based on the YF-17. It received the designation YF-18 (Photo 3).

In the 80's the new aircraft is intended to replace the F-4 Phantom 2 fighter and the A-7E Corsair carrier-based attack aircraft, which are currently in service with the Navy. Development of a two-seater modification to the F-18 for training and reconnaissance flights is also planned. Altogether proposals call for building 800 aircraft: 500 fighters and 300 carrier-based attack aircraft (A-18).⁷

The nature and substance of the work being conducted in the USA on improving and developing the military aviation aircraft fleet does not leave any doubt that they are aimed at a further increase in armament and first and foremost offensive armament which is intended for aggressive purposes. On the one hand, this leads to aggravation of international tension and an increased danger of war, and on the other hand, it brings profits to the military-industrial monopolies and leads to a decline in the standard of living of the workers in the United States, on whose shoulders the enormous burden of military expenditures lies.

NOTE: The table on p 75 "US Combat Aircraft Tactical and Technical Data" compiled from "Jane's All the World's Aircraft" pp 91-93, 329-330, 287-290, 371-371 was not translated.⁷

FOOTNOTES

1. PRAVDA, 30 May 1977.
2. KRASNAYA ZVEZDA, 16 Jan, 29 May 1977.

3. "Jane's All the World's Aircraft 1976-1977," pp 247, 286, 287, 294, 325, 327.
4. KRASNAYA ZVEZDA, 22 Mar 1977.
5. AIR OF COSMOS, No 606, 10 Jan 1976; AVIATION WEEK, No 1, 5 Jan 1976 and No 6, 9 Feb 1976; FLIGHT, No 3490, 31 Jan 1976 and No 3496, 13 Mar 1976.
6. INTERAVIA AIR AND LETTER, No 8674, 1977 and No 8709, 1977.
7. INTERAVIA AIR AND LETTER, No 8567, 1976; AVIATION WEEK, 31 May 1976 and 7 Jun 1976; AVIATION INTERNATIONAL, No 685, 14 Jul 1976.

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NEW PROGRAM FOR TEACHING MILITARY HISTORY DESCRIBED

Moscow VOYENNO-ISTORICHESKIY ZHURNAL in Russian No 8, Aug 77
signed to press 25 Jul 77 pp 105-108

[Article by Col's O. Aprelev, V. Betsenko and B. Levin in the column "Scientific Information": "Assistance for Military History Teachers: Methods for Teaching Military History in Higher Military Institutes"]

[Text] As is well known, a foundation in military history plays a large role in training and educating cadets of military institutes. Marxist-Leninist classics teach that without an in-depth knowledge of history one cannot correctly understand the present and predict the future. The study of military history enables cadets to become acquainted with the processes which have taken place in the theory and practice of armed forces in the past; at the same time, it helps them to more efficiently and qualitatively solve problems under contemporary conditions. Military history is also very important for improving operational and tactical training and for expanding future officers' horizons and creative thinking.

"We perceive the past," said L. I. Brezhnev at the 16th Trade Union Congress, "as the richest reservoir of experience, as material for reflection and for a critical analysis of our own decisions and actions. We draw upon the past for inspiration in present and future activities."¹

The USSR Minister of Defense called for further improvement in military historical work in the Armed Forces.

Recently, a new standardized program on military history was introduced in the higher military institutes. It provides for wider study of this discipline. A number of new, additional topics were introduced in it: namely, "The First Period of the Second World War," "Military Operations of Allied Armies during the Second World War," "Development of the Armed Forces

of the Major Capitalist States after the Second World War. Local Wars 1946-1973" and "Development of the Armed Forces of the Warsaw Pact Countries."

The program facilitates a more detailed study of the causes and nature of the Second World War, the military art of the armed forces of the USA and England and the changes in military affairs which have taken place in the post-war period; it also facilitates a deeper understanding of the sources of world and local wars.

Besides expanding the lecture cycle, it requires conducting five seminar lessons (on the USSR Civil War, on each period of the Great Patriotic War and its military and political results and on the development of military art during the war) which will facilitate better study of the questions connected with the necessity for defending the socialist Fatherland and the birth and development of Soviet military science and military art; it will also boldly depict the achievement of victory over our Motherland's enemies as conformable to natural law.

Previously, tests without grades were given on military history in some military institutes. The new program requires that grades be given for tests; this will undoubtedly ensure an increase in cadets' knowledge.

Overall, the new standardized program on military history for military institutes is a most important means for improving the cadets' training and educational process, for their wider and deeper study of the problems of war and military art, for inculcating a high level of patriotic and international feeling in the students and also antagonism for the enemies of the countries of the socialist camp. It meets the requirements of the 25th CPSU Congress, which advanced to the foreground the task of increasing the efficiency and quality of all our work. The entire educational process in the military educational institutes obeys these requirements.

With the introduction of the new program, the necessity has arisen in the institutes to develop special methods and an outline and block diagram on military history. A number of military academies have experience in preparing and introducing special methods on the history of war and military art into the educational process, for example, the Military Academy imeni M. V. Frunze. In our opinion, it would be advisable to commission the department on the history of war and military art of that academy, which annually conducts courses for upgrading institute teachers' skills in military history, to

render assistance to related departments of educational institutions in developing special methods.

A considerable amount of experience in the study of military history has been accumulated in the higher military institutes and specific methodological skills in preparing and conducting lessons have been developed. However, the new program naturally requires the introduction of some additions and changes to this process.

Lessons based on the new program are already being taught in some educational institutions, specifically in the Leningrad Higher Topographic Command Institute. Cadet instruction based on this program will begin in September 1977 in the majority of higher military institutes. By way of an exchange of experience, we would like to make a number of observations on methods for preparing and conducting lessons on military history in light of its requirements.

Our first experience in instructing cadets with the new program shows that the teacher must first thoroughly study its structure and content and determine how it differs from the old program; second, he must compile a lesson plan for the subject which is designed so that each platoon (study group) has time to prepare for the seminar lessons and the test. It would be advisable to develop instructional materials on the new lecture topics and the plans for seminar lessons and also to make visual aids (diagrams, tables) both for the lectures and the seminars before the approaching school year begins.

Instructional and illustrative materials must be continually improved. It is also necessary to make corrections and additions to current instructional material. It is necessary to bring the structure and content of earlier lectures into line with the new requirements.

When preparing instructional material, it is necessary to consider the interdependence of military history with the history of the CPSU and with general and specialized tactics. In the process of teaching this discipline, it is necessary to devote attention to coverage of the following issues: the influence of economics on the level of technical equipment of the belligerent states' forces and organization of combat operations and command and control of forces. In the lectures devoted to the liberation of the countries of Central and Southeastern Europe and the defeat of militarist Japan, it is advisable to portray the experience of organizing the leadership of Soviet Army and friendly countries' forces.

While developing the instructional material on the first period of the Second World War and on the military operations and development of the armed forces of the USA and England in the Second World War and in the post-war period, it is necessary to unmask imperialism's aggressive nature and to show that it is guilty of unleashing world and local wars, of desiring world domination, of breaking its pledge to open a second front in Europe, etc. At the same time, the new lectures must also objectively reflect the state of technical equipment in the capitalist states' armed forces, cover the strong and weak points in their military art and instill a spirit of antagonism toward imperialism in the cadets. One should not forget that this stems from the requirements of our party "to conduct a well-reasoned criticism of bourgeois ideology...to unmask the different kinds of falsifiers of history."²

The military might of the socialist countries, their internationalism and the friendship of the soldiers of the fraternal armies must be clearly and convincingly pointed out in the lectures on the topic "Development of the Armed Forces of the Warsaw Pact Countries."

Let's look at methods for developing lecture material for the seminar lessons. As mentioned above, there are five of these topics; two hours of seminar classes and from two to six hours of lectures are allotted for each of them. For example, six academic hours (four lecture and two seminar) are set aside for the seminar topic on the USSR Civil War. The same amount of time is allotted for studying the topics on the first and second periods of the Great Patriotic War and eight hours (six for lectures and two for the seminar) are allotted to the topic on the third period. In our opinion, it is advisable to develop one lecture for each seminar topic regardless of the number of hours allotted to it (four or six), but it must be delivered within the two hour period for each lesson. The educational questions raised in it must be grouped so that their factual and analytical points are clearly identified. The approximate size of a 4-hour lecture is about 40 typewritten pages containing 4-5 diagrams and tables.

For example, let's look at the procedure for developing a lecture text on topic No 10 "The Radical Turning Point during the Great Patriotic War" for which four lecture hours are allotted. Following the new program, it is desirable to cover the following educational points: 1) The situation on the Soviet-German front and the sides' plans up to November 1942; 2) The Soviet forces counterattack at Stalingrad; 3) The Battle for Kursk; 4) The military and political results and the features of military art in the second period of the Great Patriotic War.

This outline can be confined to two lessons.

Experience shows that preparing a lecture is a creative process. The main issues of the topic must be uncovered and analyzed in-depth in it. If we take the same topic No 10 as an example again, then the main, key proposition in it is the radical turning point in the Great Patriotic War and in the Second World War overall. It is necessary to look at its economic, political and military aspects.

In our opinion, proceeding from the requirements of the new program, it is necessary to more thoroughly show the progressive nature of Soviet military art and especially its component part--tactics--in the lectures on the Great Patriotic War. Approximately 30-40 percent of the lecture should be allotted to an analysis of problems in the development of military art. Two-thirds of this should be devoted to tactics.³

While talking about the characteristics of conducting lessons, it is necessary to point out that in the lectures on topics which are repeated in the program (mainly on foreign armies), one should use new materials and observe the party principle and the principle of objectively critiquing the bourgeois falsifiers of the history of the Second World War.⁴

At first glance, preparing a seminar lesson on topic No 10 does not present any special difficulties. However, in view of the fact that only a total of two hours is allotted for the seminar, only the main (two-three) issues of the topic--chiefly tactics--should be discussed in it.

It is helpful to combine listening to essays with discussion of problems of tactics in the seminar. We are citing a model seminar plan on topic No 10 below: 1) The nature of the radical turning point in the Great Patriotic War (essay). 2) The features of the development of offensive battle tactics based on examples from battles by large units and units in the counterattack at Stalingrad and Kursk. 3) Characteristic features for organizing and conducting defense based on examples of units and large units at the Battle for Kursk.

As is apparent from the plan, the seminar topics make it possible for the cadets to study tactics in sufficient depth based on concrete examples from the war. However, with this approach to determining seminar content, difficulties arise in the availability of material. The problems of tactics are very sparingly set forth in textbooks and sometimes they are missing altogether. Here is a possible way out of this situation: the military history teacher should prepare a training aid (one for

all the seminar lessons) where examples of tactics in offensive and defensive combat are set forth and a short analysis of them is given.

There is educational material. It is set forth in textbooks and also in the multitude of military historical literature.⁵ It is only necessary to compile, study and summarize it.

Preparation for a seminar lesson can include: drawing up a seminar plan, its discussion and approval by the department, timely dissemination to each cadet (student), development of supplementary diagrams and tables, conducting consultations (group and individual) and checking the study group's (platoon's) preparation for the lessons.⁶

In accordance with the plan, the essays written by individual cadets occupy an important place in this. The military history teacher must give them the necessary help and assist them in briefly (three-four typewritten pages) setting forth the essence of the assigned question.

Approximately 20 minutes are allotted for listening to and discussing an essay during the seminars; then the remaining questions are discussed.

The final stage in preparing instructional materials for this discipline is the development of test questions which cover the entire program's content. We think that their number can be determined from the following calculation: 6-7 for each of the 5 lecture-seminar topics and 2-3 for the remaining 12 lecture topics.

It is advisable to conduct the military history test (four-hour) orally with the entire group (academic platoon) present. On the evening before the test, the teacher consults with the department chief and, with his approval, he identifies the list of maps, diagrams and tables which can be used for the answers. Based on experience, it is necessary to emphasize that each cadet must answer two questions (one on a seminar topic). In determining the final grade, it is necessary to consider not only the completeness of the oral answer, but also current progress, level of activity in seminars and participation in military-scientific (society) and military patriotic work.

Teaching experience patently confirms that a qualitative mastery of military history material depends to a great extent on the lecture outlines and also on the materials used in preparing the seminar lessons.

The theoretical study of the problems of military history in higher military institutes is not limited to just lectures, seminars and tests.

Independent study of the subject by cadets and also optional showing of educational military historical films, conducting military historical conferences, study of historical materials on one's institute and military-scientific (society) and military patriotic work are of no small importance.

Such types of military historical study as military historical field trips are also conducted on a systematic basis at the higher military institutes which are located near sites of Civil and Great Patriotic War combat operations (the Kiev Higher Combined-Arms Command Institute imeni M. V. Frunze, the Moscow Higher Combined-Arms Command Institute imeni the RSFSR Supreme Soviet and others).⁷

Thus, the standardized program on military history for the higher military institutes significantly expands the quantity of academic material, increases the requirements for studying this subject and introduces new types of lessons (seminars and graded tests). All of this sets new and responsible tasks for the military history teacher.

This article does not pretend to be an exhaustive account of the features of the program and teaching methods under review. It only expresses opinions and advice. We believe there can also be other options for developing instructional material and other methods for conducting lessons.

In conclusion, it is necessary to again emphasize that the new program for studying military history in the higher military institutes meets the decisions of the 25th CPSU Congress for more efficient and qualitative training of personnel and for their ideological and military-political strengthening; it opens wide possibilities for a creative approach to teaching and for working out diverse forms and methods of training and educating future officers of the Soviet Army.

FOOTNOTES

1. PRAVDA, 22 Mar 1977.
2. IZVESTIYA, 1 Feb 1977.
3. See VOYENNO-ISTORICHESKIY ZHURNAL, 1976, No 4, pp 104-109 for experience on giving lectures on the history of war and military art.

4. "Proceedings of the 25th CPSU Congress," Moscow, Politizdat, 1976. CPSU Central Committee Decree of 31 Jan 1977, "On the 60th Anniversary of the Great October Socialist Revolution." "Istoriya vtoroy mirovoy voyny 1939-1945" [History of the Second World War 1939-1945], Voenizdat. Soviet Military Encyclopedia, Voenizdat, and others.
5. "Istoriya Velikoy Otechestvennoy voyny Sovetskogo Soyuza 1941-1945. V shesti temakh" [History of the Great Patriotic War of the Soviet Union 1941-1945. Six Topics [sic]], Voenizdat, 1961-1965. "Velikaya Otechestvennaya voyna Sovetskogo Soyuza 1941-1945. Kratkaya istoriya," Voenizdat, 1970. "Taktika v boyevykh primerakh (polk)" [Combat Examples of Tactics (Regiment)], Voenizdat, 1974. "Taktika v boyevykh primerakh (diviziya)," Voenizdat, 1976. "Razvitiye taktiki v gody Velikoy Otechestvennoy voyny" [Development of Tactics during the Great Patriotic War], Moscow, izd. VAF, 1958, and others.
6. Methods for conducting seminar lessons are covered in detail in VOYENNO-ISTORICHESKIY ZHURNAL, 1976, No 10, pp 92-95.
7. The problems of preparing and conducting military historical field trips are covered in VOYENNO-ISTORICHESKIY ZHURNAL, 1977, No 4, pp 106-110.

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GSFG READERS EVALUATE JOURNAL CONTENTS

Moscow VOYENNO-ISTORICHESKIY ZHURNAL in Russian No 8, Aug 77
signed to press 25 Jul 77 pp 127-128

[Article by L. Pavlov: "At Reader's Conferences: In the
Group of Soviet Forces, Germany"]

[Text] At the end of May 1977, readers' conferences and meetings with readers of the USSR Ministry of Defense VOYENNO-ISTORICHESKIY ZHURNAL were held in a number of garrisons of the Group of Soviet Forces, Germany.

Col L. P. Kozlov, deputy chief editor, gave a report at them. He talked about the work of the journal's editors and editorial board in illuminating the problems stemming from the decisions of the 25th CPSU Congress and the Party Central Committee decree "On the 60th Anniversary of the Great October Socialist Revolution" and about the plans for the jubilee issues which are dedicated to the 60th anniversary of Great October and the Soviet Armed Forces.

The officers who were present at the conferences actively participated in the discussion of the report. They noted the positive role of VOYENNO-ISTORICHESKIY ZHURNAL in popularizing the Proceedings of the 25th CPSU Congress. At the same time, the speakers made a number of critical remarks and introduced specific proposals aimed at further improving its scientific and literary level. For example, Col's M. D. Denisenko, R. F. Orlov and Lt Col E. S. Khrenov expressed a desire for more frequent inclusion of materials illuminating the varied practical activity of V. I. Lenin--the leader of the first socialist state in the world for defense of the accomplishments of Great October--and his ideas on the interdependence of war, economics, ideology and politics. In their opinion, the journal still does not publish enough articles on the capitalist countries' military doctrines or enough material on the historical development and formation of some socialist countries' armed forces (for example, Cuba and Romania). The

readers are interested in articles on the forms and methods of personnel combat training which was conducted while preparing operations in the Great Patriotic War and also articles on the experience of political bodies, party and Komsomol organizations in indoctrinating Soviet Army personnel, workers and employees who are serving and working in the groups of Soviet forces abroad.

Maj I. D. Semenyuk stated that in the unit where he serves the journal's latest issues are briefly summarized on a regular basis for the officers and warrant officers (praporshchiki). He selected the articles by A. Milovidov "The Increased Role of Morale in War" (1977, No 3) and by F. Petrov "Activity of the CPSU in Strengthening the Soviet Armed Forces in the Post War Period" (1977, No 5) as the most interesting. As a shortcoming, he pointed out that material is rarely published on soldiers' moral-psychological training and also on the comradely assistance and army friendship of soldiers and officers during the Great Patriotic War.

Lt Col L. K. Romanenko stated that the journal made a good start in publishing Maj Gen A. Paliy's article "Electronic Warfare during the War" (1977, No 5) and he recommended continued publication of material on this extremely important issue, while linking it with contemporary requirements. In the column "Heroes of the Soviet Union" and in articles about Soviet military commanders, cover the feats accomplished by Soviet soldiers and the high level of expertise displayed by them more widely.

Sr Lt V. V. Maksimenko pointed out that isolated publications in the journal do not completely fit in the present timely column "Toward the 60th Anniversary of Great October" (Yu. Vasyutin and V. Krivorotenko "The Komsomol and the Ideological and Political Training of Youth for Defense of the Motherland" --1977, No 2). Lately, stated the speaker, more articles on tactics have begun to appear in the journal. He wants topics on tactics to continue to appear on its pages. They help us a lot in training and indoctrinating soldiers. In V. V. Maksimenko's opinion, it is necessary to put information on the most important events from the history of the Army and Navy in the "Chronicles of Soviet Armed Forces Organizational Development." It is necessary to continue publication of articles on the development and improvement of different types of combat equipment and weapons, while showing their influence on the forms and methods of combat operations.

In his statement, Maj B. A. Bogdanyuk dwelt on the journal's material on troop logistic support. He pointed out an article

he liked by N. Kireyev and A. Syropyatov "Technical Support of the 6th Guards Tank Army in the Khingano-Mukdenskaya Operation" (1977, No 3); he requested the editors to devote more attention to summarizing the experience of technical support of tank forces in different types of battles and operations, especially under wooded and marshy terrain conditions and during forced crossings of large rivers. We, the officers, said the speaker, always like articles on the history of Russian military art. It would be desirable to have them in every issue of the journal.

Lt V. V. Kovalev expressed satisfaction regarding the material published in the journal's columns "Recollections," "Expertise and Heroism" and "From Unpublished Manuscripts." He especially liked the articles by Marshall of the Soviet Union G. K. Zhukov "Organizing Operational Camouflage" (1977, No 5) and P. K. Koshevoy "The 24th Guards Rifle Division in the Sinyavinskaya Operation" (1977, No 3 and 4) and the tactical episodes on the operations of mine-laying personnel in the Vienna Operation (author, G. Ivanov, 1977, No 4). At the same time, he expressed the desire that accounts of tactical events in the section "Expertise and Heroism" be covered in more detail since the articles do not always tell clearly and in detail how success in battle was achieved. And this is important for young officers; we will then be able to make greater use of the experience of the past war when conducting tactical drills with subunits.

Maj's I. S. Morozov and A. I. Dvornyy desired continued publication of articles on the unmasking of bourgeois falsifiers of history and the unmasking of international Zionism and Maoism, on organizing and conducting party political work in the regiment and on problems of moral indoctrination, including officer military ethics. More frequent publication of articles on F. Engels' military works is also desirable.

Capt A. V. Unuchek and Sr Lt V. F. Nesterov expressed a desire for the journal to cover in detail the most important events in the African nations' struggle for their liberation from the colonialists and for their national independence, as was done in V. Kirsanov's article "The National Liberation War and the Defeat of Foreign Intervention in Angola" (1977, No 3); this was very useful for us. The speakers pointed out that they liked N. Usenko's article "25,000 Leagues under the Sea" (1976, No 10). They also requested future publication of articles on the heroic feats of Soviet soldiers in peacetime.

In conclusion, the deputy chief editor of VOYENNO-ISTORICHESKIY ZHURNAL Col L. P. Kozlov answered readers' questions and

assured them that their suggestions will be attentively studied and taken into account in future work.

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CSO: 1801

REGULATION CHANGE ON PLAYING OF NATIONAL ANTHEM

Moscow VEDOMOSTI VERKHOVNOGO SOVETA SOYUZA SOVETSKIKH SOTSIALISTICHESKIKH RESPUBLIK in Russian No 32 (1898), 10 Aug 77 pp 553-554

[Decree of the Presidium of USSR Supreme Soviet: "On Entering Changes and Additions in the Internal Service Regulations and the Manual of Garrison and Guard Duties of the Armed Forces of the USSR"]

[Text] The Presidium of the Supreme Soviet of the USSR decrees:

1. Enter the following changes and additions in the Internal Service Regulations of the Armed Forces of the USSR which was ratified by a Decree of the Presidium of the Supreme Soviet of the USSR of 30 July, 1975 (Records of the Supreme Soviet of the USSR, 1975, No. 33, article 495):

in front of the text of the military oath, insert the text of the National Anthem of the USSR;

supplement article 194 with a fifth paragraph of the following content:

"On the holidays 1 May, 9 May, 7 November, USSR Constitution Day, the anniversaries of the Soviet Army and Navy, a Service of service arm, as well as on holidays of a unit (chast') and formation (soyedineniye), personnel sing the USSR National Anthem after evening roll-call";

in article 196, state the fifth paragraph in the following words:

"After a general battalion or regimental roll-call, the battalion (regiment) commander gives the command, 'Attention', and orders 'Retreat' played. After 'Retreat', during the conduct of a general regimental evening roll-call, the orchestra performs and the personnel sing the National Anthem of the USSR. The sub-units (podrazdeleniye) then pass to the orchestra's playing. With the commencement of the playing of 'Retreat', commanders of sub-units from platoon and above hold their hand to their headgear and lower it on the command, 'At Ease', given by the battalion (regiment) commander after the playing of 'Retreat' or the performance of the National Anthem of the USSR."

in article 326, state the first paragraph in the following words:

"326. At the time prescribed for 'Retreat', the regimental (camp assembly) duty officer gives the command, 'Attention', and orders 'Retreat' played. The orchestra (bugler) plays 'Retreat'. After the playing of 'Retreat', during the conduct of a general regimental (general camp) evening roll-call, the orchestra performs and the personnel sing the National Anthem of the USSR, after which the regimental (camp assembly) duty officer commands: 'At Ease. By Your Tents'. The orchestra plays a march";

in articles 22 and 25, point 5, appendix 1, and points 9, 10, and 11, appendix 2, replace the words "the National Anthem of the Soviet Union" and "of the National Anthem of the Soviet Union" with the words, "the National Anthem of the USSR", and "of the National Anthem of the USSR" respectively.

2. Enter the following changes in the Manual of Garrison and Guard Duties of the Armed Forces of the USSR which was ratified by a decree of the Presidium of the Supreme Soviet of the USSR of 30 July 1975 (Records of the Supreme Soviet of the USSR, 1975, No. 33, article 495):

in articles 145, 306, 329, 331, 351, 353, 358, and 359, replace the words "the National Anthem of the Soviet Union" and "of the National Anthem of the Soviet Union" with the words "the National Anthem of the USSR" and "of the National Anthem of the USSR" respectively.

Chairman of the Presidium of the Supreme Soviet of the USSR,
L. Brezhnev

Secretary of the Presidium of the Supreme Soviet of the USSR
M. Georgadze

Moscow, Kremlin. 1 August 1977
No. 6085 - IX

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COMMENTS ON ARTILLERY DEVELOPMENTS IN NATO COUNTRIES

Moscow VOYENNNYYE ZNANIYA in Russian Nos 7 and 8, 1977

[Article* by Maj Gen Arty A. Babeshko: "Artillery -- Today and Tomorrow"]

[No 7, Jul 77 signed to press 10 Jun 77 pp 39-40]

[Excerpts] While placing primary emphasis on the development of strategic missile forces, the military doctrines of the United States and the other members of the aggressive NATO bloc also attach great importance to general-purpose forces, especially ground forces. The armies of the capitalist states are devoting considerable attention to improving fire means, above all every type of field artillery.

Foreign military specialists consider artillery the main fire striking force of the ground forces. They believe that in battle field artillery will be able to perform the missions of wiping out or neutralizing tactical nuclear weapons, tanks, artillery and mortars, manpower, control posts, and engineer structures.

The artillery weapons of the armies of the NATO countries comprise howitzers, cannons, mortars, volley-fire rocket systems (rocket artillery), antitank cannons, and antitank guided missiles (PTURS's). They are included organizationally in batteries and battalions. The combat actions of artillery units are supported by artillery reconnaissance means: optical, acoustic, radar, radio engineering, topogeodetic, and meteorological, in addition to instruments for preparation and control of fire.

1. Conventional Artillery

Self-propelled guns, mostly American models, form the basis of the field artillery of the NATO countries (see Figures 1, 2, 3, and 4 [not reproduced]). As foreign specialists observe, self-propelled guns have high mobility and working life, very valuable features for waging battle under the conditions of nuclear warfare.

* Based on foreign press materials.

Self-propelled guns are supplied to mechanized, motorized infantry, armor-tank, and tank divisions and brigades. Infantry, airborne, and air mobile divisions and many artillery units and subunits at the army and corps level are equipped with cannons pulled by machinery (towed guns, see Figures 5 and 6 [not reproduced]). The tactical and technical features of the chief models of self-propelled and towed guns are given in the table "Tactical-Technical Features of the Chief Guns of the Field Artillery of Foreign Armies" [table not translated].

Both the self-propelled and the towed field guns are being improved constantly on the basis of the latest advances of science and technology and the experience of the wars in Vietnam and the Middle East. Specifically, a great deal of attention is being devoted to standardizing and reducing the models of guns and ammunition for them. The basic field artillery caliber in the armies of the NATO countries will be 155 millimeters. New guns and shells of this caliber are being developed according to uniform requirements.

At the same time, as the foreign military press reports, work is going forward to increase the range and accuracy of fire; increase the effectiveness of ammunition; reduce the weight of guns; increase their mobility and rate of fire; reduce the time needed to put the guns into a firing condition and open fire against the target; improve combat support and control equipment.

Firing range has been increased by the use of rocket-assisted shells, more powerful propellant charges, and improvement in the ballistic characteristics of guns and ammunition. Overall, foreign specialists feel, these measures will help increase firing range by 20 percent and more. Thus, the rocket-assisted fragmentation-high explosive shell for the 105-millimeter mountain howitzer, a shell developed in Italy recently, made it possible to increase firing range from 10,200 meters to 13,000. The radius of effective destruction broadened from 15 to 25 meters.

Rocket-assisted shells have now been built for virtually all guns adopted by foreign armies.

Accuracy of fire is improved by using automatic gun laying systems (which also reposition the gun after the shot), refining support equipment (topogeodetic and meteorological support equipment, instruments to prepare firing data, and others), and the development of guided artillery shells. According to reports in the foreign press, the XM712 guided missile is being developed in the United States for the 155-millimeter howitzer. It has a semiactive laser self-guidance head and is designed to destroy key small targets at distances of 10-16 kilometers. Test firing with a 155-millimeter M109A1 self-propelled howitzer at moving and stationary targets showed that the deviation of this shell from the point of laser illumination is less than 0.75 of a meter.

The effectiveness of shell action at the target may be increased by cassette-type ammunition containing semifinished or finished destructive elements (fragments, pellets, shards, and the like). When such shells explode the area of effective destruction is significantly greater than that of conventional fragmentation and fragmentation-high explosive shells of the same caliber. Work is underway on ammunition that carries antipersonnel and antitank mines and hollow charges; as a result it will be possible to mine terrain and combat tanks by fire from concealed fire positions.

The use of more powerful explosives increases the potential of fragmentation-high explosive and simple high explosive shells fired at sheltered manpower and means of fire as well as engineer structures.

Despite the demand of world public opinion that the use of chemical weapons in war be prohibited, work continues in the countries of the aggressive NATO bloc to refine means of mass destruction. In recent years a great deal of attention has been devoted to the development of binary chemical ammunition, especially in the United States. This has been reported numerous times in the Western press.

Binary (double) chemical ammunition has a filling consisting of two components. Each alone is a non-toxic chemical substance. During the flight of the shell toward the target they are mixed and a poisonous substance forms by chemical reaction.

Several models of binary chemical weapons are planned for ground forces, including artillery shells. For example, the 155-millimeter XM687 artillery shell is being developed in the United States. The toxic substance sarin was obtained from the two non-toxic substances making up its filling.

Of course, the distance between the point of explosion of the shell and the target has a great influence on the effectiveness of the action of artillery ammunition. Thus, a hollow-charge shell attains the greatest armor-piercing capability at a strictly determined distance between the point of explosion and the surface of the tank's armor. The same thing occurs with long-range firing of fragmentation, cassette, illumination, incendiary, and other types of ammunition. That is why foreign military specialists have been working recently on improving existing fuses and developing new ones that insure that the shell will explode at the proper point of its trajectory.

[No 8, Aug 77 signed to press 8 Jul 77 p 40]

[Excerpts] 2. Rocket Systems and Mortars

In recent years a great deal of attention in the NATO countries has been devoted to the development of volley-fire rocket systems (rocket artillery).

For example, since 1968 the West German army has been armed with the 36-barrel 110-millimeter Lars rocket launcher with a maximum firing range

of 14.7 kilometers (see Figure 1 [not reproduced]). The primary tactical unit is the battery, which has eight launchers. Its volley (288 shells fired by the launchers in 15-20 seconds) can, according to calculations by West German military specialists, destroy group targets over an area of a square kilometer.

Plans now call for modernization of the Lars to increase its firing range to 20-25 kilometers. Work is underway to develop a cassette-type warhead consisting of eight antitank mines and a stem fuse. One battery volley will include more than 2,300 mines. In the opinion of foreign specialists this will make it possible to mine a given region almost instantaneously.

For antipersonnel use the NATO countries are developing rocket shells with up to 5,000 ready lethal elements per shell. They can kill all living things on an area of roughly nine hectares.

Mortars remain one of the important types of weaponry in infantry, motorized infantry, reconnaissance, and airborne companies and battalions. Relative simplicity of design and operation, comparatively light weight, mobility, high rate of fire, and the possibility of waging overhead fire allow the mortar to be used for performing the most varied fire missions.

Foreign military specialists believe that under the complex conditions of modern warfare mortars and artillery continue to be the primary means of direct fire support and escort for motorized infantry subunits. Therefore, the paramount requirements for them are high mobility and off-road capability, ability to cross water obstacles independently, suitability for transport by vehicle, quick packing up and deployment for opening fire, and ease in choosing fire positions. Self-propelled mortars meet these requirements best.

The ground forces of the armies of the NATO countries are armed chiefly with 81-millimeter, 106.7-millimeter, and 120-millimeter towed and self-propelled mortars (see Figures 2, 3, and 4 [not reproduced]). The tactical and technical characteristics of the basic models are given in the table "Tactical-Technical Characteristics of the Mortars of Foreign Armies" [table not translated].

The chief trends in the development of mortar weapons are increasing firing range and mobility, reducing the weight of the mortar, increasing the rate of fire and effectiveness of shell action at the target, and insuring safe combat use.

The increase in firing range is being achieved primarily by using rocket-assisted shells, supercharges, and shells with improved aerodynamic shapes. For example, the foreign press reports that the flight range of the new shell for the 81-millimeter American M29 mortar, with an improved aerodynamic shape and supercharge, has been increased from 3 to 4.5 kilometers.

Special high-strength steels, light alloys, and special materials help reduce the weight of mortars. Filling the shells with new, more powerful explosives, making the bodies of steels which have devastating fragmentation action, and using improved fuses make the shells more effective at the target. Mortar shells with hollow charges are also under development for use against armor, as are shells with semifinished and ready fragmentation elements. France, for example, has adopted a hollow charge mortar shell with a piezoelectric fuse for the 60-millimeter mortar. It can pierce armor that is up to 200 millimeters thick.

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CSO: 1801

DOSAAF TRAINING RESULTS IN SCHOOLS

Moscow UCHITEL'SKAYA GAZETA in Russian 15 Sep 77 p 2

[Article by V. Mosyaykin, Deputy Chairman, DOSAAF, USSR: "Prepare for Defense of the Homeland"]

[Text] Questions of defense of the Homeland find extensive expression in the new draft Constitution of the USSR. For example, the duty of citizens to safeguard the interests of the Soviet state and contribute to the strengthening of its might and prestige is cited in article 62. This cannot help but prompt reflections on the level of mass-defense and military-patriotic work in schools and its aims in the coming academic year.

As is well known, military equipment is systematically renovated in the Armed Forces. New types of weapons are significantly more complex than the previous ones. That is why training for war is necessary not only by specialty, but also the development of its creative thought and intellectual and physical capability. The ideological, moral-political, and psychological demands of modern warfare are not abating.

Just what is being done for this in the country's schools and in the local organizations of DOSAAF?

Already for nine years senior pupils undergo basic military training. It introduces the military oath and regulations, provides the necessary knowledge in the amount equal to the training of an individual soldier, and teaches one of the military-technical specialities. This produces good results. Youths who have entered the army from school more rapidly master military equipment.

A good help in basic military training are the all-union children's and youths' games, "Zarnitsa" and "Orlenok", which encompass up to 25 million school children. In the course of the games, militarily-applied skills develop in the children and a love for the Soviet Army, discipline, resourcefulness, and courage are cultivated. In this respect, the military-patriotic formations [ob'edineniye] established under several military units [chast'], military educational establishments, and training organizations of DOSAAF

are especially effective. These are the detachments of YUDSA [Young Friends of the Soviet Army] and YUDM [Young Friends of the International Organization for Aid to Fighters for Revolution] and clubs of young flyers and cosmonauts. In these, children not only go through practical, but also moral-psychological training.

It is important to emphasize that in educational work, DOSAAF organizations use very diverse forms. For example, in the first secondary school of Plavsk, Tul'skaya oblast, four technical circles are active and carting and motor-cycles are available. Definite traditions have formed in the school. In the past year, its local DOSAAF organization took the lead in the competition of general education schools for better organization of military-patriotic work.

Multifaceted and interesting mass-defense work is also being conducted at the first school of Sokolniki. Circles of an applied field are working interestingly at the school for several years. The hall of military glory has become a place for lessons of courage and to meet with veterans of the party, war, and labor. A "Heroes Corner" is arranged in each class, and varied research work is developed. According to the results of the 1976 competition, the school occupies first place in Tul'skaya oblast.

Readers have most likely noticed the address of the example cited by us. This is not accidental. It is the result of unanimous, well thought out, concerted actions of the oblon [Oblast Department of Public Education] and the oblast committee of DOSAAF. The successes of Tul'skaya oblast in military-patriotic education are due precisely to these contacts in the first place.

It should be emphasized that local DOSAAF committees have begun to help schools more in organizing the work of mass-defense and military-technical circles and sections, and in creating a material base. The experience of Rostovskaya oblast testifies to this. In this case, 172 small-bore ranges have been built with the active assistance of DOSAAF and 400 televisions, radio receivers, and other technical equipment have been transferred without compensation to schools.

At the same time, the level of military-patriotic education is not responding everywhere to modern demands.

There are quite a number of schools in which defense organizations have not been established, many students and even teachers are not DOSAAF members, circle work has not been organized at all, and there is no training-material base. Suffice it to say that right now, on the average, there is only one technical circle per 20 schools. In Tomskaya, Kaliningradskaya, Orlovskaya and a number of other oblasts it's less than that.

The Eighth All Union Congress of DOSAAF required the society's committees to enhance the role and importance of local DOSAAF organizations in general

education schools. Their work should become a component of the whole system of education and training of skillful and courageous defenders of the Homeland.

What should underlie their activities? First of all, an extensive explanation of the draft Constitution of the USSR--especially the provisions on the defense of the Homeland--and the law "On Universal Military Duty".

Is it worth repeating once more that the success of mass-defense work is determined in many respects by the training-material base? However, in a number of schools this is not established even though the ministries and departments are allowed to transfer surplus and unusable materiel, apparatus, equipment, and training aids without compensation to general education schools for equipping DOSAAF training centers, military-technical classes and individual athletic-technical clubs.

Even the training-material base of DOSAAF training organizations and clubs is not being used in full measure by schools. Right now, only 57 children's and youths' athletic-technical schools are operating. Their number will grow since the benefit from them is obvious.

Not long ago, a joint letter from the DOSAAF Central Committee and the Ministry of Education, USSR, was sent to local organizations. In it, the tasks of mass-defense work among school children were defined. For their solution, a number of measures are being taken. Thus, the systematic training of cadres of public instructors and trainers for school technical circles and athletic teams are now established under the training organizations of DOSAAF. The training-material base will be significantly strengthened. The issue of equipment for military study groups and classes, instruments for weapon training, weapons mock-ups, simulators, and other training material has been increased.

For moral stimulation with the view of popularizing military-technical types of sports, it is planned to use extensively the awarding of the badges "Marksman", "Young Rifleman", "Young Radio Enthusiast", "Young Sailor," and others.

Finally, the publishing house will enlarge the number of books and pamphlets on the military-patriotic work methods of the better schools.

But there are problems which, for the present, are not being resolved. By way of illustration, schools are being built according to designs which do not include the conditions of military-patriotic work. Parents and patrons are still drawn weakly to the work of the DOSAAF school organizations. And after all, there are quite a number of reserve and retired officers among the parents and patrons. Their rich military and fundamental experience would help in the education of youth.

In celebrating the 60th anniversary of the Great October Socialist Revolution, schools and local DOSAAF organizations undoubtedly will apply a joint effort that military-patriotic work with young people may meet the demands made on it today.

RULES FOR YOUTH TRIATHLON COMPETITION

Moscow SOVETSKIY PATRIOT in Russian 14 Sep 77 p 3

[Article: "Statute on the 'Youth Army Ready-for-Labor-and-Defense Triathlon'"]

[Text] Goals and tasks. The competitions are conducted for the further accustoming of youth army members who participate in the "Orlenok" games to regular lessons in physical culture and sports, their attraction to competitions in the all-around combined GTO [Ready for Labor and Defense] tournament for prizes of the newspaper KOMSOMOL'SKAYA PRAVDA, and the strengthening of the sports base and are devoted to the 60th anniversary of the Great October.

Participants. Participating in the competitions are youth army members of the "Orlenok" game--pupils of secondary schools, vocational and technical schools, technical schools, and the working youth of predraft and draft ages.

Times and conditions for conduct. The "Youth Army GTO Triathlon" is conducted in September-October.

The staffs of the "Orlenok" games organize:

--free Saturdays and Sundays for the construction and repair of sports areas and structures and the making and repair of sports equipment;

--competitions for the best GTO all-around combined contestant in platoons of each class, brigade, shop, and sector;

--competitions for the first-place battalion with the participation of platoons at full strength.

Types of triathlon: firing from a small-caliber rifle at 25 or 50 meters; cross-country run (boys--1,000 meters, girls--500 meters); hand-grenade throwing for distance (boys--700 grams, girls--500 grams).

Each youth army participant competes in all types of the triathlon.

Summing up results and awards. The best platoon is determined in accordance with the following indices:

- a) effectiveness of participation in free Saturdays and Sundays for strengthening the sports base;
- b) the number of participants in the competitions;
- c) demonstrated results.

The results of the triathlon are summed up at a ceremonial battalion formation. The winning platoon is awarded the prize named for a Komsomol hero or fellow-townsmen. The prize is established by the Komsomol committee of a school (academy, technical school, enterprise). The subunits and youth army members who have demonstrated high results are awarded diplomas (certificates), and memorial prizes. They can be cited in the battalion commander's order and photographed with their weapon at the banner of the Komsomol organization. The best subunits and participants are cited with various types of awards from higher headquarters. On the recommendation of oblast, kray, and republic headquarters, certificates of the Main Staff are awarded to subunits (platoons), each youth army member of which demonstrated an average result of at least 40 points, and badges of the Main Staff--to youth army participants who have collected at least 75 points on their personal test.

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CSO: 1801

RESULTS OF DOSAAF RADIO SPORTS ACTIVITIES

Moscow SOVETSKIY PATRIOT in Russian 14 Sep 77 p 4

[Article by V. Yermakov, Chairman of the Radio Sports Federation USSR: "Lines of Radio Sports"]

[Text] Many hundreds of thousands of workers, students, and school children of our country are engaged in radio sports and radio building. In the year of the finals of the 6th Olympiad of the Peoples of the USSR alone, more than 35,000 competitions in various types of radio sports were conducted (all-around combined tournaments, "fox hunt, reception and transmission of radio messages, shortwave radio communications) in which more than 480,000 people took part.

At present, about 15,000 DOSAAF primary organizations are engaged daily in problems of training sportsmen, coaches, and judges, and they are conducting competitions.

As the experience of many years has shown, radio sports are a good school for improving the skill of radio specialists. Considering this, more attention has begun to be devoted to its development in the Armed Forces USSR as well as in the organizations and at the enterprises of a number of ministries--communication, maritime and river fleets, and civil aviation.

Our sportsmen are persistently mastering skill and equipment and developing their volitional and physical qualities. During the last four years alone 17 people were awarded titles of the international class master of sports, and 723 became masters of sports of the USSR. During this time, several hundred thousand people accomplished rating norms.

Soviet radio sportsmen are successfully entering international competitions in all types of radio sports and are worthily defending the honor of our country--the homeland of radio--abroad.

Radio expeditions, radio relay races, the exchange of radio messages between towns, and other measures in which hundreds of collective radio stations and shortwave radio amateurs participate are conducted in the Soviet Union to propagandize radio sports.

It should be said that radio sports are closely linked with scientific and technical progress. The achievements of radio electronics are opening up for the numerous army of radio amateurs new possibilities for the application of their strengths and creative abilities in the development and building of more improved radio equipment. Regularly conducted rayon, city, republic, and all-union radio exhibitions clearly indicate that the creativity of the radio amateurs is rendering substantial assistance in the creation of electronic instruments for the national economy, training processes, and sports.

The achievements of the amateur radio builders were repeatedly cited by certificates and prizes of the VDNKh [Exhibition of Achievements of the National Economy], ministries, departments, and the "Communications-75" international exhibition.

At the same time, it should be stated that there are many problems and unresolved questions in radio sports and the amateur radio movement.

The primary task -- to increase its mass nature, attract the majority of the DOSAAF primary organizations to studies in this military-technical type of sport, and create the proper material and technical base--is being accomplished too slowly. Thus, only four percent of the DOSAAF primary organizations are occupied with radio sports. Only 27 percent of the rayon and city technical sports clubs have sections on radio sports. It is obvious that one of the main reasons for this is poor organizational work and the unsatisfactory use of available opportunities. The network of study groups, sections, and collective radio stations is developing especially slowly in the secondary schools, technical and vocational schools, and higher educational institutions.

An insufficient material base and limited opportunities for radio amateurs and radio clubs to acquire contemporary radio components and technical radio devices in the trade network are noticeably inhibiting the growth in the network of individual and collective shortwave radio stations. Consequently, the task of developing the material and technical base for radio sports remains one of the main ones.

The radio engineering means which the sportsmen have made themselves should be at the level of contemporary achievements of radio engineering and electronics. The center of propaganda for these achievements consists of the DOSAAF technical sports clubs and technical radio schools. Unfortunately, many radio clubs are still accommodated in poor premises and do not have the necessary technical equipment and sports apparatuses. Furthermore, many oblast and rayon centers have no radio clubs at all.

Individual sportsmen do not meet the proper requirements for discipline. There are instances of violations of established rules for radio traffic, the tardy submission of reports, and an undemanding approach to the selection of teams. These facts tell us about the still lower level of organizational and educational work.

Unfortunately, we still encounter instances of the underestimation of the role of public activists on the part of individual DOSAAF committees which are oriented on regular personnel alone.

There is no necessity to prove that the involvement of the broad group of activists, a concerned attitude toward them, and the creation of conditions for fruitful activity and increasing the responsibility to the collective for the accomplishment of public assignments unconditionally help and, henceforth, will be one of the decisive factors in the attainment of new successes in radio sports.

On the other hand, in places the radio sports federations are making poor use of the opportunities granted them for participation in the working out of measures for the development of radio sports and the creation of a material and technical base. The election plenum of the Radio Sports Federation of the USSR which took place in April 1977 and which discussed self-critically the report of the Radio Sports Federation of the USSR required the federation to intensify work on the development of radio sports in the country.

One of the most important tasks for the next few years is the implementation of all measures of the 7th Olympiad of the Peoples of the USSR on a high organizational level. This Olympiad should be used in every possible way to propagandize radio sports and for the mass attraction of the youth to important radio sports.

The plenum assigned to the federation the task to achieve by 1980 the conduct of competitions by all of the society's rayon organizations in at least one of the types of radio sports and, in the oblasts, krays, and republics, competitions in all types which are included in the Single All-Union Sports Classification.

The local federations must study attentively and propagandize more widely the positive experience in the work of sports collectives for the attainment of these goals and should organize the sponsorship of collectives which have not yet become strong by big and strong organizations as well as by the best sportsmen.

The year 1974 was the 50th anniversary of the amateur radio movement in the USSR. During the time that has passed, the radio amateurs and radio sportsmen made a worthy contribution to its further development. Now, they are living with the striving to greet the glorious 60th anniversary of the Great October in a worthy manner and to participate actively in the practical accomplishment of the tasks assigned by the 8th All-Union DOSAAF Congress.

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CSO: 1801

SHORTCOMINGS NOTED IN ARMENIAN SSR DOSAAF TRAINING

Moscow SOVETSKIY PATRIOT in Russian 18 Sep 77 p 3

[Article by M. Nemirova, Armenian SSR: "And the Branches Slip"]

[Text] The decisions of the 8th All-Union Congress of the Voluntary Society for Cooperation with the Armed Forces define the clear line for the further development of training organizations which are training technical specialists for the army and the national economy. In the Congress' resolution on the summary report of the Central Committee of DOSAAF USSR, in particular, it says:

"...to consistently accomplish the consolidation and improvement of motor vehicle, sea, and radio engineering schools and aviation training organizations. When the necessary conditions are present, to create combined technical schools with different categories for the training of specialists."

Life shows that only big (combined) training organizations can assemble the large amounts of equipment, teachers, and experts and ensure the effective training of personnel. But, unfortunately, this is forgotten in some places. In the race for high planned indices, the leaders of DOSAAF schools sometimes organize numerous branches. As a result, the material and technical base is "fragmented" and the training process is conducted on a low organizational and methodological level.

The Kirovakan DOSAAF motor vehicle school of the Armenian SSR can serve as an example of this. Here, two branches have been created in rayon centers--Stepanavan and Kalinin. How is the training of specialists organized in them? Let us say directly: primitively. The training base in the branches does not meet contemporary requirements. The training of draftees is conducted primarily from posters and models. There are not enough of the most necessary assemblies, instruments, and parts in the training premises and there is not one engine for hot adjustment. In the Stepanavan branch they haphazardly set up a classroom for practical laboratory lessons on the construction of the motor vehicles, and in Kalinin there are none at all.

Nor is it necessary to tell about the working out of practical skills on the maintenance of the vehicles. True, an old cargo vehicle has been installed in one of the premises of the Stepanavan branch. But it is impossible to go up

to it. Rubbish has been piled all around it. Lessons on driving have been reduced to unsystematic riding over fields and roads.

In essence, both branches are treated like step-children. Attendance at the lessons is low. For lessons with the draftees in Stepanavan and Kalinin, two teachers and two experts arrive from the motor vehicle school on training ZIL's. The journey is not short. No one checks the work of these teachers or gives them methodological advice. At times, the tutors of the future servicemen are late to the lessons and spoil the training of the draftees. Thus, on the day when we visited Kalinin the teacher, S. Cherkezyan, was absent from the lesson. The draftees wandered around the yard of the school's branch aimlessly. No one found the time to occupy them with some useful matter or offered to conduct a talk or political information session with the youths.

Here, no one at all is concerned about the ideological-political indoctrination of the draftees. At times, the youths do not know about the most important events within the country and abroad and cannot recall any interesting lecture or excursion which was conducted recently. The graphic agitation in the branches of the school became obsolete long ago.

Not enough is being done in the branches for the physical tempering of the future servicemen, either. The chairman of the Stepanavanskiy rayon DOSAAF committee, R. Boyadzhyan, for example, reported that not one student passed the norms of the GTO [Ready for Labor and Defense] complex during this year. But meanwhile, many youths are expressing the desire to work in the marksmanship sections and study the motorcycle. Thus far, there is no one to attract them to the STK [Sports-Technical Club]

There is no need to prove that such a state of affairs cannot be tolerated. Just what should be undertaken to improve the technical training of technical specialists for the army and the national economy in the rayon centers of Stepanavan and Kalinin?

It is believed that an independent motor vehicle school could be created instead of the two "abandoned" branches. For example, in Kalinin where there is a modern three-story building for these purposes. Combine the training base and find teachers and experts locally. And teachers can be selected. Thirty thousand people live in each of the indicated rayons. Among them are many specialists with a secondary technical education. And then, there will be no need to send teachers and training vehicles each time from Kirovakan "into the depths." For you see, such small trips cost a pretty penny.

We also expressed these considerations to the supervisory personnel of the republic's DOSAAF Central Committee. Thus far, no answer to them has been received. But life requires that these problems be solved without delay.

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